mâci-nêhiyawêwin
BEGINNING CREE

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Chapter One
INTRODUCTION

1. THE CREE

The Cree are the most widespread of Canada's First Nations peoples. According to Statistics Canada figures of 1996 there are approximately 87,555 speakers of the Cree language in Canada. There are five main dialects of Cree spoken in Canada:

- The R dialect speakers, commonly known as "Atihkamêk Cree," live in the northern regions of Quebec;
- The L dialect speakers, "known as Moose Cree," live on the western shores of James Bay, especially in Moose Factory, Ontario, hence the name;
- The N dialect speakers, known as the "Swampy Cree" range from northern Ontario throughout the interior of Manitoba and mid-eastern part of Saskatchewan;
- The Th dialect speakers, known alternately as "Woods Cree" or "Rock Cree" can be found in northern Manitoba and north-eastern Saskatchewan;
- The Y dialect speakers, known as the "Plains Cree," range along the Great Plains regions of southern Saskatchewan as well as north-western Saskatchewan and northern Alberta.

Not all of these dialects of Cree are mutually intelligible although their grammar systems are basically the same. The R dialect is the one that is most radically different from the other four dialects thus is most difficult to understand by the other speakers of Cree. In Saskatchewan speakers of the three dialects found here, the N, Y and TH, can communicate in Cree but there are certain differences in word usages that sometimes need explanation. No dialect is better than any other. This introductory book will be done in the Y dialect.

Of the 74 First Nations in Saskatchewan there are 10 Saulteaux Nations, 7 Dene Nations, 8 Nakota/Dakota/Lakota Sioux Nations and 49 Cree Nations. Of the Cree Nations, 3 are TH-dialect, 3 are N-dialect, and the remaing 43 are Y-dialect. Although there appears to be a healthy number of Cree speakers in the parental age generations in some communities most Cree communities fear the threat of language loss because the children are not learning the language.

Efforts are underway in many communities to revive the Cree language with some communities establishing Cree immersion programs while others have core language programs. The programs use a number of methods including aural-oral language teaching, grammar-based programs, and most have introduced writing in what has been an oral language prior to the coming of the missionaries onto Cree country. There are two basic writing systems: the syllabics system introduced to the Cree in the mid-19th Century and the Standard Roman Orthography (SRO). In this text we will only work with the SRO.

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1.1. THE STANDARD ROMAN ORTHOGRAPHY

For this introductory text on Cree we will write Cree using the Standard Roman Orthography (SRO). What follows is a brief introduction on the SRO (for further information see: *How to Spell It In Cree: The Stanard Roman Orthography* by Jean Okimâsis and Arok Wolvengrey: miywâsin ink, 2008). One advantage of using the SRO for writing Cree is its consistency: one letter represents one sound. In contrast to Cree SRO, English may have one sound represented by different letters or combination of letters as is evident in the following examples of the sound [ij]: Caesar (ae), each (ea), amoeba (oe), people (eo), meet (ee), me (e), machine (i), seize (ei), piece (ie), psychology (y). The same sound, [ij], is always represented in Cree SRO as "*î*".

1.1.a. CONSONANTS

The Cree SRO has 10 consonants: **c h k m n p s t w y**. The consonants are pronounced similar to their English counterparts, for the most part, but the **c**, **k**, **p**, and **t** need special attention.

The "**c**" in Cree is pronounced like the "**ch**" in "**ch**arge," or, depending on dialect, like the "**ts**" in "ca**ts**." The following are some of the more common words in Cree with a "c:"

cêskwa	- wait	cî	- a polarity question indicator
mîciso	- eat (VAI)[1]	mîcisowinâhtik	- a table (NI)

In English the "k" can be silent, as in "know," or it can be pronounced with a puff of air following it, as the "k" in "kipper," or without the puff of air, as in "skipper." The Cree "k" is pronounced like the "k" in "skipper" without the puff of air—except, however, when following an "h" the "k" does have a softer sound. Some of the more common words in Cree with a "k" include the following:

kiya	- you	kiyawâw	- you (plural)
kîsta	- you too	kîstawâw	- you (plural) too

In English the "p" can be silent, as in "pneumonia," or have an "f" sound when followed by an "h," as in "phone," or can have a puff of air as in "pot," or have no puff of air as in "spot." In Cree the "p" has no puff of air and is pronounced like the "p" in "spot," – except when following an "h" then it has a softer sound. Some of the more common words in Cree with a "p" include the following:

pêyak	- one	pîsim	- sun/month (NA)
pêyakwâw	- once	pîsimwasinahikan	- calendar (NI)

[1] The following appreviations are for the grammatical items here:
VAI – animate intransitive verb
VII – inanimate intransitive verb
NA – animate noun
NI – inanimate noun

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In English the "t" can have a puff of air, as the "t" in "tan" or have no puff of air as the "t" in "Stan." The Cree "t" is pronounced with no puff of air much like the "t" in "Stan." Some of the more common words in Cree with a "t" include the following:

tânisi	- how/how are you	tâniwê	- where (use for NI)
takwâkin	- It is fall (VII)	tâniwâ	- where (use for NA)

1.1.b. VOWELS

In Cree we use seven vowel sounds to write in the SRO. We have three short vowel sounds: **a, i, o;** and four long vowels marked by a circumflex over the vowel: **â, î, ô, and ê.**

SHORT VOWELS

The short vowels include: **a, i, and o:**

The short **a: - pronounced like the "a" in "appeal:"**

apisîs	- a little bit	awas	- go away
api	- sit (VAI)	awîna	- who

The short **i: - pronounced like the "i" in "it:"**

itôta	- do it (VTI-1)[2]	itwaha	- point to it (VTI-1)
itwê	- say (VAI)	isiyihkâsow	- she/he is named (VAI)

The short **o: - pronounced like the "oo" in "shook:"**

otin	- take someone (VTA)	otina	- take it (VTI-1)
omisi	- this way	pipon	- It is winter (VII)

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LONG VOWELS

The long vowels are marked with either a bar over the vowel or a circumflex: **â, î, ô, and ê:**

The long **â: -pronounced like the "a" in "apple:"**

âstam	- come here	âstamitê	- over this way
âskaw	- sometimes	âha	- yes

The long **î: - pronounced like the "e" in "me:"**

mîna	- also	nîpin	- It is summer (VII)
sîkwan	- It is spring (VII)	wîpac	- soon/early

[2] VTI-1 – transitive inanimate verb-class 1
VTA – transitive animate verb

The long **ô: - pronounced like the "o" in "or:"**

ôta	- here	ôtê	- over here
âhpô êtikwê	- maybe	namôya	- no/not

The long **ê: - pronounced like the "ay" in "day:"**

êkota	- there	êkotê	- over there
nêhiyaw	- a Cree (NA)	nêhiyawê	- speak Cree (VAI)

1.1.c. SRO: CHANTS

CONSONANTS

c-c-c-c: cêskwa, cêskwa, cêskwa pitamâ.
Wait, wait, wait a bit.

h-h-h-h: hâw, hâw, hâw mâka.
Okay, okay, okay then.

k-k-k-k: kâya, kâya, kâya itôta.
Don't, don't, don't do it!

m-m-m-m: mahti, mahti, mahti nêhiyawêtân.
Please, please, please, let's speak Cree.

n-n-n-n: namôya, namôya, namôya cêskwa.
No, no, not yet!

p-p-p-p: pêtâ, pêtâ, pêtâ kimasinahikan.
Bring it, bring it, bring your book.

s-s-s-s: sôhki, sôhki, sôhki-sêsâwî.
Hard, hard, exercise hard!

t-t-t-t: tâpwê, tâpwê, tâpwê takahki.
Truly, truly, it is truly great!

w-w-w-w: wîcih, wîcih, wîcih kiwîcêwâkan.
Help him, help her, help your companion.

y-y-y-y: yîkatê-, yîkatê-, yîkatê-kwâskohti.
Aside, aside, jump aside!

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VOWELS

a-a-a-a: apisîs, apisîs, apisîs nêhiyawêk.
A little, a little, speak (you - plural) a little Cree!

â-â-â-â: âskaw, âskaw, âskaw âkayâsîmo.
Sometimes, sometimes, sometimes speak English.

ê-ê-ê-ê: êkosi, êkosi, êkosi itôta.
That's it, that's it, do it like that.

i-i-i-i: itwaha, itwaha, itwaha iskwâhtêm.
Point to it, point to it, point at the door.

î-î-î-î: îkatêna, îkatêna, îkatêna êwako.
Set it aside, set it aside, set that one aside.

o-o-o-o: omisi, omisi, omisi itwê.
This way, this way, say it this way.

ô-ô-ô-ô: ôtê, ôtê, ôtê pê-itohtê.
This way, this way, come this way.

1.1.d. DICTATION

Write out the words the instructor says in the spaces below:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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1.2. DIALOGUE ONE

A: tânisi.	**A:** Hello, how are you.
B: namôya nânitaw. kiya mâka.	**B:** Fine. How about you?
A: pêyakwan. (*Name*) nitisiyihkâson. kiya mâka, tânisi kitisiyihkâson ?	**A:** The same. My name is (??). How about you, what's your name?
B: (*Name*) nitisiyihkâson.	**B:** My name is (Name).
A: kayahtê (*Place*) ohci niya. kiya mâka, tânitê ohci kiya kayahtê?	**A:** I am from (Place) originally. How about you, where are you from originally?
B: (*Place*) ohci niya kayahtê, mâka Regina mêkwâc niwîkin. **OR** **(*Regina* ohci niya,êkota mîna mêkwâc niwîkin.** **I am from Regina, I also live there now.)** kiya mâka, tânitê mêkwâc kiwîkin?	**B:** I am originally from (Place), but I live in Regina now. **OR** How about you, where do you live now?
A: *Regina* mêkwâc nîsta niwîkin. okiskinwahamâkan niya, kiya mâka, okiskinwahamâkan cî kîsta?	**A:** I live in Regina now too. I am a student, how about you, are you a student too?
B: âha, okiskinwahamâkan nîsta.	**B:** Yes, I am a student too.

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VOCABULARY

tânisi	- hello, how are you.	namôya	- no
nânitaw	- about	namôya nânitaw	- fine.
kiya	- you	mâka	- but
kiya mâka.	- How about you?	pêyakwan	- the same
nitisiyihkâson	- my name is	kitisiyihkâson	- your name is
ohci	- from	niya	- I/me
tânitê	- where	mêkwâc	- now
niwîkin	- I live/reside	êkota	- there
mîna	- also/too	kiwîkin	- you live
nîsta	- me too	kîsta	- you too
okiskinwahamâkêw	- a teacher	okiskinwahamâkan	- a student
kayahtê	- originally		

1.3. Introductory information about family

The following Animate Intransitive Verbs (VAI) appear in the first person (I) and second (you) person in the foregoing dialogue: "***isiyihkâso*** – be called/named"; and "***wîki*** – live/reside." Note, the paradigm below includes the third person (he/she) form:

isiyihkâso	**wîki**
nit**isiyihkâso**n – I am called/named	ni**wîki**n – I live
kit**isiyihkâso**n – You are called/named	ki**wîki**n – You live
isiyihkâsow – She/he is called/named	**wîki**w – She/he lives

DO: Take a photograph of a person and provide that person's name, age, place of origin and place of residence to your classmates. Information provided should be in the same form as in **dialogue two** following this chart of kinship terms:

BASE NOUN	**1st person possessive**	**2nd person possessive**	**3rd person possessive**
omosômimâw - a grandfather	nimosôm – my grandfather	kimosôm – your grandfather	omosôma – his/her grandfather
ohkomimâw - a grandmother	nohkom – my grandmother	kohkom – your grandmother	ohkoma – his/her grandmother
okâwîmâw - a mother	nikâwiy – my mother	kikâwiy – your mother	okâwiya – his/her mother
ohtâwîmâw - a father	nohtâwiy – my father	kohtâwiy – your father	ohtâwiya – her/his father
okosisimâw - a son	nikosis – my son	kikosis – your son	okosisa – her/his son
otânisimâw - a daughter	nitânis – my daughter	kitânis – your daughter	otânisa – her/his daughter
omisimâw - an older sister	nimis – my older sister	kimis – your older sister	omisa – her/his older sister
ostêsimâw - an older brother	nistês – my older brother	kistês – your older brother	ostêsa – his/her older brother
osîmimâw - a younger sibling	nisîmis – my younger sibling	kisîmis – your younger sibling	osîmisa – his/her younger sibling
awâsis - a child	nitawâsimis – my child	kitawâsimis – your child	otawâsimisa – her/his child

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1.3.a. DIALOGUE TWO: two people talking about a relative

A. awîna awa? (Who is this?)

B. nitânis awa. (This is my daughter.)

A. tânisi isiyihkâsow kitânis? (What is your daughter's name?)

B. *Megan* isiyihkâsow nitânis.(My daughter's name is Megan)

A. tânitê ohcîw kitânis? (Where is your daughter from?)

B. *Regina* ohcîw nitânis. (My daughter is from Regina.)

A. tânitê mêkwâc wîkiw kitânis? (Where does your daughter live now?)

B. *Regina* mêkwâc wîkiw nitânis. (My daughter lives in Regina now.)

A. tânitahtopiponêw kitânis? (How old is your daughter?)

B. nîsitanaw itahtopiponêw nitânis. (My daughter is twenty years old.)

1.3.b. DIALOGUE THREE: two people talking about someone else's relative: note the use of "*yiwa*" at the end of the verbs which ended in "*w*" in dialogue two.

C. awîna ôhi otânisa? (Whose daughter is this?)

D. _____ anihi otânisa. (That is _____ daughter.)

C. tânisi isiyihkâsoyiwa otânisa? (What is his/her daughter's name?)

D. *Megan* isiyihkâsoyiwa otânisa.(His/her daughter's name is Megan.)

C. tânitê ohcîyiwa otânisa? (Where is his/her daughter from?)

D. *Regina* ohcîyiwa otânisa. (His/her daughter is from Regina.)

C. tânitê mêkwâc wîkiyiwa otânisa? (Where does his/her daughter live now?)

D. *Regina* mêkwâc wîkiyiwa otânisa. (His/her daughter lives in Regina now.)

C. tânitahtopiponêyiwa otânisa? (How old is his/her daughter?)

D. nîsitanaw itahtopiponêyiwa otânisa. (His/her daughter is twenty years old.)

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NOTE: the "*yiwa*" form of the verb above is the form the verb takes when talking about someone else's relative's information. It is known as the obviative form of the verb. The subject of the obviative form of the verb is "his/her____)" and in the above case it is "*otânisa* – his/her daughter."

NEW VAIs FROM ABOVE:

itahtopiponê – be of a certain age ohcî – be from

DO: following the format in **dialogue three** above have students talk about another classmates information.

1.4. SUPPLEMENT to the above exercises

A. NUMBERS

BASE NUMBERS:	-add "-osâp" or "-sâp" to the base numbers for units 11 – 19	-add "–omitanaw" to the base numbers for units of ten from 20 to 100
pêyak – 1	pêyakosâp – 11	mitâtaht – 10
nîso – 2	nîsosâp – 12	nîs(om)itanaw – 20
nisto – 3	nistosâp – 13	nistomitanaw – 30
nêwo – 4	nêwosâp –14	nê(wo)mitanaw – 40
niyânan – 5	niyânanosâp – 15	niyânanomitanaw – 50
nikotwâsik – 6	nikotwâs(ik)osâp – 16**	nikotwâsikomitanaw – 60
têpakohp – 7	têpakohposâp –17	têpakohpomitanaw – 70
ayênânêw – 8	ayênânêwosâp – 18	ayênânê(wo)mitanaw– 80
kêkâ-mitâtaht* -9	kêkâ-mitâtahtosâp –19 *Or* kêkâ-nîsitanaw	kêkâ-mitâtahtomitanaw - 90
mitâtaht – 10	The units above can also be used with the units from 20 to 90 to say 21-29 etc.	mitâtahtomitanaw – 100

**kêkâ-mitâtaht* literally means "almost ten." The "*kêkâ*" comes from "*kêkâc* – almost" and can be used for other numbers like the 19 – *kêkâ-nîsitanaw* (almost 20); *kêkâ-nistomitanaw* then is 29 (almost 30) and so on down the line.

**The letters in brackets here and elsewhere on this chart are often left out when talking. That process will be evident in further writings of the above numerical units.

B. MONTHS: We will use the list of months provided below from Cree: Language of the Plains (p 55, Okimâsis and Ratt, 1999).

Month in Cree	Common event during Moon phase	Month in English
kisêpîsim	The Great Moon.	January.
mikisiwipîsim	The Eagle Moon	February
niskipîsim	The Goose Moon	March
ayîkipîsim	The Frog Moon	April
sâkipakâwipîsim	The Budding Moon	May
pâskâwihowipîsim	The Hatching Moon	June
paskowipîsim	The Moulting Moon	July
ohpahowipîsim	The Flying Up Moon	August
nôcihitowipîsim takwâkipîsim	The Mating Moon The Autumn Moon	September
pinâskowipîsim	The Migrating Moon	October
ihkopîwipîsim	The Frost Moon	November
pawâcakinasîsipîsim	The Frost Exploding Moon	December

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C. DATE: saying the date in Cree has several forms depending on the context.

1) if the information provided deals with the current date use the following:
   __*DATE*__ akimâw mêkwâc awa pîsim.
   It is the ____DATE____ of the month now.

   Question and answer:
   e.g.
   Q. tânîkohk akimâw mêkwac awa pîsim?
   What is the date right now?

   A. nisto akimâw mêkwâc pîsim – It is the 3rd of the month now.

2) If the information is a recurrent event like a birthday use the following:
   In talking about yourself use the following:
   __*DATE*__ ê-akimiht ___*MONTH*___ mâna nitipiskên.
   I have a birthday on the ___DATE__ of ____MONTH___.

   Question and answer:
   Q. tânispîhk mâna kâ-tipiskaman?
   When do you have a birthday?

   A. nêwo ê-akimiht sâkipakâwipîsim mâna nitipiskên.
   I have a birthday on the 4th of May.

3) In talking about someone else the"*ê-akimiht*" becomes "*ê-akimimiht*" and the month ends in "*wa*" and the verb "*tipiska*" becomes "*tipiskam*"
   __*DATE*__ ê-akimimiht ___*MONTH*___ mâna tipiskam.
   She has a birthday on the ___DATE__ of ____MONTH___.

   Question and answer:
   Q. tânispîhk mâna kâ-tipiskahk?
   When does she/he have a birthday?

   A. nêwo ê-akimimiht sâkipakâwipîsimwa mâna tipiskam.
   I have a birthday on the 4th of May.

4) If the information provided is upcoming then the future conditional form of "*ê-akimiht*" "*akimihci*" is used:
   ____*DATE*___ akimihci ____*MONTH*____ niwî-tipiskên.
   I am going to have a birthday on the ___DATE___ of __MONTH__.

Regardless of which of the two "it is counted" one uses, "*akimâw*" or "*ê-akimiht*," the date always comes before the month

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1.5. EXERCISES

EXERCISE 1:
Use the chart below to talk about yourself and members of your family:

PERSON	NAME	ORIGIN	RESIDENCE	STUDENT?
1st: Speaker speaks of him/herself	_____ nitisyihkâson	_____ ohci niya kayahtê	_____ mêkwâc niwîkin	okiskinwahamâkan niya
2nd: The one spoken to.	_____ kitisiyihkâson	_____ ohci kiya kayahtê	_____ mêkwâc kiwîkin	okiskinwahamâkan kiya
3rd: The one spoken about.	_____ isiyihkâsow _____	_____ ohci wiya kayahtê _____	_____ mêkwâc wîkiw _____	okiskinwahamâkan wiya _____
3rd person obviative: someone else's kin.	_____ isiyihkâsoyiwa _____	_____ ohcîyiwa kayahtê _____	_____ mêkwâc wîkiyiwa _____	okiskinwahamâkaniyiwa wiya _____

QUESTIONS: **ANSWERS:**

A) About the one spoken to:

1. tânisi kitisiyihkâson? — 1. _____ nitisiyihkâson.
2. tânitê ohci kiya? — 2. _____ ohci niya.
3. tânitê mêkwâc kiwîkin? — 3. _____ mêkwâc niwîkin.
4. okiskinwahamâkan cî kiya? — 4. âha, okiskinwahamâkan niya.

B) About the kin of the one spoken to:

1. tânisi isiyihkâsow k____? — 1. _____ isiyihkâsow n_____.
2. tânitê ohci wiya k_____? — 2. _____ ohci wiya n_____.
3. tânitê mêkwâc wîkiw k____? — 3. _____ mêkwâc wîkiw n_____.
4. okiskinwahamâkan cî wiya? — 4. âha, okiskinwahamâkan wiya.

C) About the kin of the one spoken about:

1. tânisi isiyihkâsoyiwa o____a? — 1. _____ isiyihkâsoyiwa o_____a.
2. tânitê ohci wiya o_____a? — 2. _____ ohci wiya o_____a.
3. tânitê mêkwâc wîkiyiwa o____a? — 3. _____ mêkwâc wîkiyiwa o____a.
4. okiskinwahamâkaniyiwa cî wiya _____? — 4. âha, okiskinwahamâkaniyiwa wiya _____

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EXERCISE 2:
Have students prepare a project for in-class presentation similar to the exercise above. The students will bring a photograph of a relative to class and talk about them including the following information:

---

1) **How the person is related:**

(*relative from exercise 4*) awa. – This is my _____

2) **Name of person:**

(*Name*) isiyihkâsow. – Her/his name is _____

3) **Age:**

(*age: take from Supplement A*) itahtopiponêw. – She/he is _____ years old.

4) **Place of birth:**

(*Place of birth*) kî-nihtâwîkiw. – She/he was born at _____.

5) **Birth-date:**

(*Date*) ê-akimimiht (*Month*) mâna tipiskam. – She/he has a birthday on _____.

6) **Where the person was raised:**

(*Place*) kî-pê-ohpikiw. – She/he was raised in _____.

7) **Where the person went to school:**

(*Place*) kî-pê-kiskinwahamâkosiw. – She/he went to scool in _____.

8) **Present residence of the person:**

(*Place*) mêkwâc wîkiw (*Kinship term*). – She/he lives (Place) right now.

9) **Present occupation of person (see list in the next section):**

okiskinwahamâkaniwiw mêkwâc (*Kinship term*) – She/he is presently a student.

Note: "*okisikinwahamâkan* – a student" is a noun but this can be made into a verb by the inclusion of "*iwi*" to the noun to make it into a VAI: "*okiskinwahamâkaniwi-* be a student" so: "*okiskinwahamâkaniwiw* – she/he is a student

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LIST OF OCCUPATIONS and other items of identification:

ENGLISH	NOUNS	VERBS: VAI root-forms
Student	okiskinwahamâkan	okiskinwahamâkaniwi
Teacher	okiskinwahamâkêw	okiskinwahamâkêwi
Child	awâsis	awâsisiwi
Mother	okâwîmâw	okâwîmâwi
Father	ohtâwîmâw	ohtâwîmâwi
Chief	okimâhkân	okimâhkâniwi
Councillor	oyasiwêwiyiniw	wiyasiwêwiyiniwi
Carpenter	mistikonâpêw	mistikonâpêwi
Fisherman	opakitahwâw	opakitahwâwi
Trapper	owanihikêw	owanihikêwi
Farmer	okistikêw	okistikêwi
Doctor	maskihkîwiyiniw	maskihkîwiyiniwi
Nurse	maskihkîwiskwêw	maskihkîwiskwêwi
Lawyer	opîkiskwêstamâkêw	opîkiskwêstamâkêwi
Dentist	mîpit-maskihkîwiyiniw	mîpit-maskihkîwiyiniwi
Bus Driver	opimohtahiwêw	opimohtahiwêwi
Janitor	okisîpêkihtakinikêw	okisîpêkihtakinikêwi
Firefighter	otâstawêhikêw	otâstawêhikêwi
Police	simâkanis	simâkanisiwi
Soldier	simâkanisihkân	simâkanisihkâniwi
Secretary	masinahikêsîs	masinahikêsîsiwi
Babysitter	okanawêyimâwasow	okanawêyimâwaso
Mechanic	pîwâpisko-iyiniw	pîwâpisko-iyiniwi
Maintenance person	osihcikêwiyiniw	osihcikêwiyiniwi
Optometrist	miskîsiko-maskihkîwiyiniw	miskîsiko-maskihkîwiyiniwi
Priest	ayamihêwikimâw	ayamihêwikimâwi
Probation officer	okitêyihcikêw	okitêyihcikêwi
Conservation Officer	okanawêyihcikêw	okanawêyihcikêwi

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NOTE: The above forms can be used in the following way:

1. okiskinwahamâkan awa. – He/she is a student
2. okiskinwahamâkaniwiw awa. – He/she is being a student. (He/she is a teacher)
3. okiskinwahamâkêw ôma niya. – I am a teacher.
4. nitokiskinwahamâkêwin. – I am being a teacher. (I am a teacher)

EXERCISE 3:
One student will present the above information to the class and another will ask questions after the presentation. Here is a sample of an exercise with the presenters' information in one column and the questions a classmate would ask in the other column:

PRESENTER: showing photo	QUESTIONS TO ASK CLASSMATES
nisîmis awa. This is my younger sibling.	awîyiwa ôhi wîtisâna?* Whose sibling is this?
Patrick isiyihkâsow nisîmis. My younger sibling is named Patrick.	tânisi isiyihkâsoyiwa** osîmisa awa? What is the name of his/her younger sibling?
kêkâ-mitâtahtosâp itahtopiponêw nisîmis. My younger sibling is 19 years old.	tânitahtopiponêyit osîmisa awa? How old is his/her younger sibling?
wanihikîskanâhk kî-nihtâwîkiw nisîmis. My younger sibling was born on the trap-line.	tânitê kâ-kî-nihtâwîkiyit osîmisa awa? Where was his/her younger sibling born?
nistosâp ê-akimimiht*** ihkopîwipîsimwa mâna tipiskam nisîmis. My younger sibling's birthday is on November 13th.	tânispîhk mâna kâ-tipiskamiyit osîmisa awa? When does his/her younger sibling have a birthday?
iskonikanihk kî-pê-ohpikiw nisîmis. My younger sibling was raised on the reserve.	tânitê kâ-kî-pê-ohpikiyit osîmisa awa? Where was his/her younger sibling raised?
iskonikanihk kî-pê-kiskinwahamâkosiw nisîmis. My younger sibling went to school on the reserve.	tânitê kâ-kî-pê-kiskinwahamâkosiyit osîmisa awa? Where did his/her younger sibling go to school?
ôtênâhk mêkwâc wîkiw nisîmis. My younger sibling lives in town now.	tânitê mêkwâc kâ-wîkiyit osîmisa awa? Where does his/her younger sibling live now?
okiskinwahamâkaniwiw nisîmis. My younger sibling is a student.	tânisi kâ-isi-atoskêyit osîmisa awa? What does his younger sibling work at?

NOTES: on obviation
Obviation is the process that marks third person possessive nouns with a final a and the 3' forms of verbs with a "*-yiwa*" for indicative forms a "*-yit*" for the subjunctive forms. The following appear in the exchange above:

* wîtisâna - "his/her sibling" (NA-Possessive)
** isiyihkâsoyiwa - his/here _____ is named
***ê-akimimiht - "it is counted" used when talking about a 3rd persons relative's data. "*ê-akimiht*" is the form used for everyone else's information

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QUESTIONS AND ANSWERS ABOUT PEOPLE'S VITAL STATISTICS

Q & A	NAME	AGE	BIRTH PLACE	B'DAY	RAISED AT	SCHOOL AT	LIVES AT	WORK
Q in 2nd	tânisi kitisiyihkâson?	tânitahto-piponêyan?	tânitê kâ-kî-nihtâwîki**yan**?	tânispîhk mâna kâ-tipiskaman?	tânitê kâ-kî-pê-ohpikiyan?	tânitê kâ-kî-pê-kiskinwahamâkosiyan?	tânitê mêkwâc kâ-wîkiyan?	tânisi kâ-isi-atoskêyan?
A in 1st	(name) nitisiyihkâson.	(age) nititahto-piponân.	(place) nikî-nihtâwîkin.	(date) ê-akimiht (month) mâna nitipiskên.	(place) nikî-pê-ohpikin?	(Place) nikî-pê-kiskinwahamâkosin.	(Place) mêkwâc niwîkin.	(occupation) niya.
Q in 3rd Talking about someone else.	tânisi isiyihkâsow (kin)*?	tânitahto-piponêt (kin)?	tânitê kâ-kî-nihtâwîkit (kin)?	tânispîhk mâna kâ-tipiskahk (kin)?	tânitê kâ-kî-pê-ohpikit (kin)?	tânitê kâ-kî-pê-kiskinwahamâkosit (kin)?	tânitê mêkwâc kâ-wîkit (kin)?	tânisi kâ-isi-atoskêt (kin)?
A in 3rd	(name) isiyihkâsow (kin)**.	(age) itahto-piponêw (kin).	(place) kî-nihtâwîkiw (kin).	(date)*** ê-akimimiht (month) mâna tipiskam (kin).	(place) kî-pê-ohpikiw (kin).	(Place) kâ-kî-pê-kiskinwahamâkosit (kin).	(Place) mêkwâc wîkiw (kin).	(occupation) wiya (kin).
Q in 3' obviative: Talking about someone else's kin.	tânisi isiyihkâsoyiwa (kin)****?	tânitahto-piponêyit (kin)?	tânitê kâ-kî-nihtâwîkiyit (kin)?	tânispîhk mâna kâ-tipiskamiyit (kin)?	tânitê kâ-kî-pê-ohpikiyit (kin)?	tânitê kâ-kî-pê-kiskinwahamâkosiyit (kin)?	tânitê mêkwâc kâ-wîkiyit (kin)?	tânisi kâ-isi-atoskêyit (kin)?
A in 3' obviative	(name) isiyihkâsoyiwa (kin).	(age) itahto-piponêyiwa (kin).	(place) kî-nihtâwîkiyiwa (kin).	(date)*** ê-akimimiht (month) mâna tipiskamiyiwa (kin).	(place) kî-pê-ohpikiyiwa (kin).	(Place) kî-pê-kiskinwahamâkosiyiwa (kin).	(Place) mêkwâc wîkiyiwa (kin).	(occupation) wiya (kin).

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* Kinship term is in the 2nd person form as in "*kistês* – your older brother." ** Kinship term is in the 1st person form as in "*nistês* – my older brother."
*** Note the extra '*mi*' in "*ê-akimimiht*" and the month ends in "*wa*." ***** Kinship term is in the obviative form as in "*ostêsa* – her/his older brother."

EXERCISE 4:

Kinship forms: complete the following chart keeping in mind the process of obviation

1st person	2nd person	3rd person
nohkom - My grandmother	kohkom – Your grandmother	ohkoma – his/her grandmother
nimosôm – my grandfather	kimosôm – your grandfather	omosôma – his/her grandfather
ninîkihikwak – my parents		
nohtâwiy – my father		
nikâwiy – my mother		
nîtisân – my sibling		
nistês – my older brother		
nimis – my older sister		
nisîmis – my younger sibling		
niwahkômâkan – my relative		
ninâpêm – my husband		
nitiskwêm – my wife		
niwîkimâkan – my spouse		
niwîcêwâkan – my companion/partner		
nitawâsimis – my child		
nikosis – my son		
nitânis – my daughter		
nôsisim – my grandchild		

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EXERCISE 5:
Check the best possible answer or fill in the blanks to the following questions:

1: tânisi?

_____ namôya nânitaw, kiya mâka.
_____ namôya nânitaw, niya mâka.
_____ namoya nanitaw, kiya mâka

2: *Solomon* nitisiyihkâson. kiya mâka, tânisi kitisiyihkâson?

_____ kitisiyihkâson.

_____ nitisiyihkason.

_____ nitisiyihkâson.

3: *Stanley Mission* ohci niya, kiya mâka, tânitê ohci kiya?

_____ ohci kiya.

_____ ohci niya.

_____ ochi niya.

4. *Regina* mêkwâc niwîkin, kiya mâka, tânitê mêkwâc kiwîkin?

_____ mêkwâc kiwîkin.

_____ mêkwâc niwîkin.

_____ mêkwâc nîsta Regina niwîkin.

5. okiskinwahamâkêw niya. kiya mâka, okiskinwahamâkêw cî kiya?

_____ âha, okiskinwahamâkêw niya.

_____ namôya, namôya okiskinwahamâkêw niya.

_____ namôya, okiskinwahamâkan niya.

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Chapter Two
NOUNS

2. ANIMACY

All nouns in Cree are viewed as alive (Animate), or not-alive (Inanimate). Other Cree texts refer these distinctions as the Gender concept in Cree. We will call this concept "Animacy." Using the correct forms of verbs, demonstrative pronouns, and interrogative pronouns all depend on the Animacy of the noun under discussion.

Most nouns that are alive in the English way of thinking are Animate in Cree but there are exceptions. For instance, some clothing items are Animate and most body parts are Inanimate. There just is no logical way of explaining these so the best way for a learner to know what is Animate and what is Inanimate is simply by asking a Cree speaker how the person would say "this is" about a certain noun. The Cree speaker would use either "*awa*" following an Animate noun, or "*ôma*" following an Inanimate noun. We will follow the same process in this text: i.e. in asking you to do exercises where knowledge of Animacy is needed I will include either the "*awa*" or the "*ôma*" to help with Animacy determination of the nouns.

Here is a list of some of these nouns that often baffle the student of Cree because the Animacy of the noun strays from the English view of the world:

Animate Nouns			**Inanimate Nouns**		
mitâs	-	a pair of pants	wâpikwaniy	-	a flower
asikan	-	a sock	maskosiy	-	a piece of grass
astis	-	a mitt/glove	nîpiy	-	a leaf
tâpiskâkan	-	a scarf/tie	maskihkiy	-	medicine
maskasiy	-	a finger/toe-nail	mêstakay	-	a hair
ospwâkan	-	a pipe	mîpit	-	a tooth
asiniy	-	a rock/stone	miskîsik	-	an eye
êmihkwân	-	a spoon	misit	-	a foot
askihk	-	a pail	miskât	-	a leg
apoy	-	a paddle	mistikwân	-	a head
âhcâpiy	-	a bow	mitôn	-	a mouth
akask	-	an arrow	mihtawakay	-	an ear
sêhkêpayîs	-	a car	micihciy	-	a hand
sôminis	-	a raisin	mitêhimin	-	a strawberry
ayôskan	-	a raspberry	iyinimin	-	a blueberry
oskâtâsk	-	a carrot	takwahimin	-	a chokecherry
wihkihkasikan	-	a cake	wihkwaskwa	-	sweetgrass (pl)

There are no hard and fast rules in identifying which nouns are **Animate** or **Inanimate** so students have to learn the above list. Explaining why things like pants, scarves, mitts, etc., are **Animate** is beyond most Cree speakers capabilities including this writer's. If a student wants to

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ask a fluent Cree speaker the **Animacy** of a noun it is best that you ask the Cree speaker which of the other **Grammatical** categories that speaker would use with the noun in question. For example, the **Demonstrative** pronouns and **Interrogative** pronouns listed below are useful to determine the Animacy of nouns.

ENGLISH	USE for Animate nouns	USE for Inanimate nouns
This	awa	Ôma
That	ana	Anima
That (over there)	nâha	Nêma
These	ôki	Ôhi
Those	aniki	Anihi
Those (over there)	nêki	Nêhi
Where	tâniwâ	Tâniwê
Where (for plural nouns)	tâniwêhkâk	Tâniwêhâ
Which	tâna	Tânima
Which (for plural nouns)	tâniki	Tânihi

Understanding animacy, a way of looking at nouns in Cree, is central to the use of certain word formations in the language. All nouns in Cree are seen as either possessing a life force or lacking a life force: "living" nouns are animate while "non-living" nouns are inanimate. Knowledge of a noun's animacy helps in using the correct plural forms, the right demonstrative and interrogative pronouns, the correct transitive verbs and the correct colour forms.

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HOW ANIMACY WORKS

ANIMACY	PLURAL FORM	DEMONSTRATIVE PRONOUN	INTERROGATIVE PRONOUN	TRANSITIVE VERB	COLOUR FORM
Animate: atim - dog	atimwak – dogs	**Singular form:** awa atim – this dog **Plural form:** ôki atimwak – these dogs	**Singular form:** tâniwâ atim – Where is the dog? **Plural form:** tâniwêhkâk atimwak? – Where are the dogs?	**Singular form:** niwâpamâw atim. – I see a dog. **Plural form:** niwâpamâwak atimwak. – I see dogs.	**Singular form:** wâpiskisiw atim. – The dog is white. **Plural form:** wâpiskisiwak atimwak. – The dogs are white.
Inanimate: astotin – hat	astotina - hats	**Singular form:** ôma astotin – this hat **Plural form:** ôhi astotina – these hats	**Singular form:** tâniwê astotin? – Where is the hat? **Plural form:** tâniwêhâ astotina? – Where are the hats?	**Singular form:** niwâpahtên astotin. – I see a hat. **Plural form:** niwâpahtên astotina. – I see hats.	**Singular form:** wâpiskâw astotin. – The hat is white. **Plural form:** wâpiskâwa astotina. – The hats are white.

A quick look at the above chart: nouns can be placed in the blank spaces below.

Animacy	Number	Demonstrative	Interrogative	Transitive	Colour
Animate – singular	_____	awa _____	tâniwâ _____	niwâpamâw _____	wâpiskisiw _____
Animate – plural	_____**ak**	ôki _____**ak**	tâniwêhkâk _____**ak**	niwâpamâw**ak** _____**ak**	wâpiskisiw**ak** _____**ak**
Inanimate – singular	_____	ôma _____	tâniwê _____	niwâpahtên _____	wâpiskâw _____
Inanimate – plural	_____**a**	ôhi _____**a**	tâniwêhâ _____**a**	niwâpahtên _____**a**	wâpiskâw**a** _____**a**

ANIMACY AGREEMENT: applies to all units, if one unit is animate then all units are animate; if one unit is inanimate then all other units are inanimate.

NUMBER AGREEMENT: applies to all units except for transitive inanimate (*niwâpahtên* above) verbs, if one unit is singular then all units are singular; if one unit is plural then all other units are plural.

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2.1. NUMBER

Number refers to whether a noun is singular or plural. All animate nouns in their plural forms end in a "*k*" and all inanimate nouns in their plural forms end in an "*a*." Making the inflection from singular noun to plural noun depends on the ending of the singular noun as follows:

TABLE I

NOUN ENDINGS	ANIMATE PLURALS	INANIMATE PLURALS
Nouns ending in k: mistik – a tree (NA) mistik – a log (NI)	Add wak: mistikwak – trees	Add wa: mistikwa – logs
Nouns ending in ih or i: ôsih – boat (NI) wâwi – egg (NI)	None with these endings.	Drop the ih or the i then add a: ôsa – boats wâwa - eggs
Nouns ending in a: mwâkwa – loon (NA)	Add k: mwâkwak – loons	None with these endings.
Nouns ending in im: atim – dog (NA)	Add wak: atimwak – dogs	None with these endings.
All other nouns not ending as those above:	Add ak.	Add a.

2.1.a. EXERCISES

A. Make plurals out of the following nouns (and demonstrative pronouns). Pay close attention to the demonstrative pronoun that follows the noun to determine the Animacy of the nouns. Make sure the demonstrative pronouns change to agree in number to the plural noun:

1. maskisin ôma. This is a shoe: _____
2. mitâs awa. This is a pair of pants. _____
3. astis awa. This is a mitt. _____
4. papakowayân ôma. This is a shirt. _____
5. asikan awa. This is a sock. _____
6. astotin ôma. This is a hat. _____
7. tâpiskâkan awa. This is a scarf. _____
8. miskotâkay ôma. This is a coat. _____
9. wâpikwaniy ôma. This is a flower. _____
10. mîtos awa. This is a tree (aspen). _____
11. pîsim awa. This is a sun. _____
12. acâhkos awa. This is a star. _____
13. nipêwin ôma. This is a bed. _____
14. mîcisowinâhtik ôma. This is a table. _____
15. têhtapiwin ôma. This is a chair. _____
16. wâsênikan ôma. This is a window. _____
17. wâskahikan ôma. This is a house. _____
18. iskwâhtêm ôma. This is a door. _____
19. êmihkwân awa. This is a spoon. _____
20. mohkomân ôma. This is a knife. _____

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B. Complete the following then write out the rule which applies:

1. a) acâhk (star) --→ acâhkwak b) akik (mucous) --→ akikwak

   c) mistik (tree) --→ _____ d) sikâk (skunk) --→ _____

RULE: _____

_____

2. a) mwâkwa (loon) --→ mwâkwak b) kâkwa (porcupine) --→ kâkwak

   c) maskwa (bear) --→ _____ d) môswa (moose) --→ _____

RULE: _____

_____

3. a) mitâs (pants) --→ mitâsak b) sîsîp (duck) --→ sîsîpak

   c) kohkôs (pig) --→ _____ d) astis (mitt) --→ _____

RULE: _____

_____

4. a) mistik (log) --→ mistikwa b) mîcisowinâhtik (table) --→ mîcisowinâhtikwa

   c) mîcisowikamik (restaurant) _____

   d) atâwêwikamik (store) _____

RULE: _____

_____

5. a) wâwi (egg) --→ wâwa c) ôsih (boat) --→ ôsa

   c) kîkih (your home) --→ _____

   d) askipwâwi (potato) _____

RULE: _____

_____

6. a) masinahikan (book) --→ masinahikana b) maskisin (shoe) --→ maskisina

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c) cihcipayapisikanis (bicycle) --→ _____

d) têhtapiwin (chair)--→ _____

RULE: _____

_____

C. **Check off the right answers in the following questions:**

Polarity questions: In Cree we use "*cî*" for a type of question that reguire a 'yes' or 'no' answer. These can be answered with '*âha*' for 'yes' followed by stating part of the question as in:

Question:"wâwi cî ôma – Is this an egg?"
Answer: "âha, wâwi anima - yes, that is an egg."

A question needing a negative answer can be in two forms as in answers A and B below:

Question: nîpiy cî ôma? – Is this a leaf?
Answer A: namôya, namôya anima nîpiy. – No that is not a leaf.
Answer B: namôya, wâwi animan – No, that is an egg,

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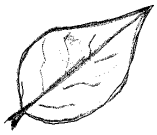
nîpiy cî ôma?
___ namôya, wâwi anima
___ âha, nîpiy anima
___ âha, nipiy anima



wâwi cî ôma?
___ namôya, nipiy anima
___ namôya, nîpiy anima
___ âha, wâwi anima

cîstahâsêpon cî ôma?

_____ âha, cîstahâsêpon anima
_____ âha, cîstahâsêpon ana.
_____ namôya, cîstahâsêpon anima

minihkwâcikan cî ôma

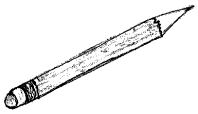
____ âha, mihkwâkan anima
____ âha, minihkwâcikan anima
____ ahâ, minihkwâkan anima

acâhkos cî awa?

_____ âha, acâhkos ana
_____ âha, âcâhkos ana.
_____ namôya, masinahikanâhcikos ana.

wâpikwaniy cî ôma?

____ âha, wâpikwaniy ana
____ âha, wâpikwaniya anihi
____ âha, wâpikwaniy anima



masinahikanâhcikos cî awa?

_____ âha, masinahikanâhcikos ana.
_____ ahâ, masinahikanâhcikos ana.
_____namôya, masinahikan anima.

masinahikan cî ôma?

____ âha, masinahikanâhcikos ana
____âha, masinahikan anima
____namôya, masinahikanâhcikos ana

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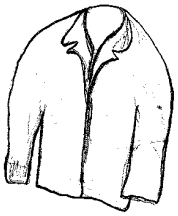
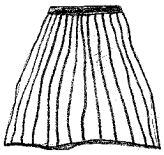


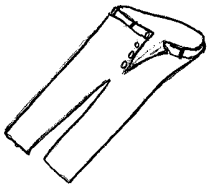
papakowayân cî ôma?

_____ namôya, miskotâkay anima
_____ âha, papakowayân anima.
_____ namôya, iskwêwasâkay anima.



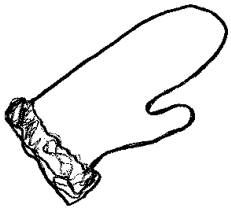
iskwêwasâkay cî ôma?

____ âha, iskwêwasakay anima
____ âha, iskwêwasâkay anima
____ namôya, papakowayân anima



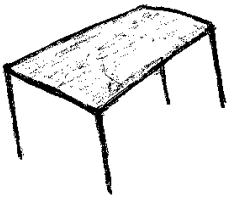
astis cî awa?

_____ âha, mîtos ana
_____ âha, mitâs ana .
_____ namôya, mitâs ana.



mitâs cî awa?

____ âha, astis ana
____ namôya, astis ana
____ ahâ, astis ana



mîcisowinâhtik cî ôma?

_____ ahâ, mîcisowinâhtik anima
_____ âha, micisowinâhtik anima.
_____ namôya, têhtapiwin anima.

mîcisowinâhtik cî ôma?

____ âha, mîcisowinâhtik anima
____ namôya, têhtapiwin anima
____ âha, cêhcapiwinis anima

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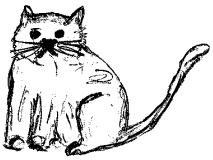

atim cî awa?

_____ âha, atim ana
_____ âha, minôs ana.
_____ namôya, minôs ana.

minôs cî awa?

____ âha, minôs ana.
____ namôya, atim ana.
____ âha, atim ana

nâpêsis cî awa?

_____ âha, nâpêsis ana.
_____ namôya, nâpêw ana.
_____ âha, nâpêw ana.

nâpêw cî awa?

____ âha, nâpêw ana.
____ âha, nâpêsis ana.
____ namôya, nâpêsis ana.

iskwêw cî awa?

_____ âha, iskwêsis ana.
_____ âha, iskwêw ana.
_____ namôya, iskwêsis ana.

iskwêsis cî awa?

____ âha, iskwêsis ana.
____ âha, iskwêw ana.
____ namôya, iskwêw ana.

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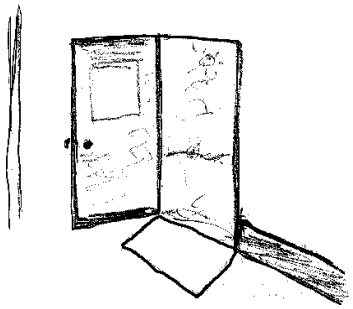
NOTE : The demonstrative pronouns in the questions are the ones used when the object is close to the speaker : *awa* – this (for animates) and *ôma* – this (for inanimates). Because the object is a little further from the one answering the questions these demonstrative pronouns become *ana* – that (for animates) and *anima* – that (for inanimates).

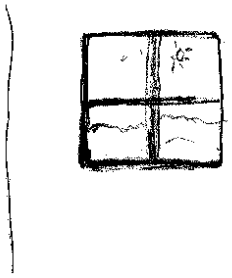
2.1.b. QUESTIONS AND ANSWERS

Work in pairs with the following:



Q. kîkwây ôma?
What is this?
A. iskwâhtêm anima.
That is a door.

Q. wâsênikan cî ôma?
Is this a window?
Possible answers:
1. namôya, iskwâhtêm anima.
2. namôya, namôya anima wâsênikan.
3. namôya, namôya anima wâsênikan, iskwâhtêm anima.



Q. kîkwây ôma?
What is this?
A. wâsênikan anima.
That is a window.

Q. iskwâhtêm cî ôma?
Is this a door?
Possible answers:
1. namôya, wâsênikan anima.
2. namôya, namôya anima iskwâhtêm.
3. namôya, namôya anima iskwâhtêm, wâsênikan anima.

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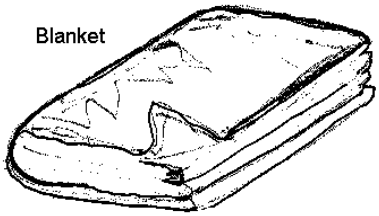
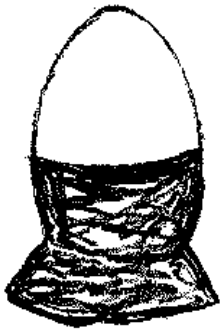


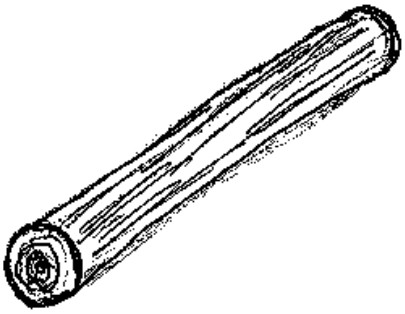
Q. kîkwây ôma?
What is this?
A. akohp anima.
That is a blanket.

Q. akohp cî ôma?
Is this a blanket?
Possible answers:
1. âha, akohp anima.
2. âhpô êtikwê.



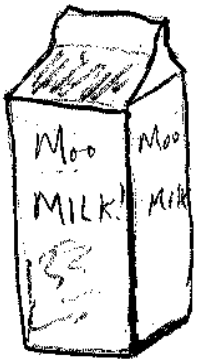
Q. kîkwây ôma?
What is this?
A. wâwi anima.
That is an egg.

Q. wâwi cî ôma?
Is this an egg?
Possible answers:
1. âha, wâwi anima.
2. âhpô êtikwê.



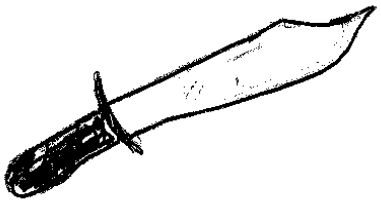
Q. kîkwây ôma?
What is this?
A. mistik anima.
That is a log.

Q. tohtôsâpoy cî ôma?
Is this milk?
Possible answers:
1. namôya, mistik anima.
2. namôya, namôya anima tohtôsâpoy.
3. namôya, namôya anima tohtôsâpoy, mistik anima.



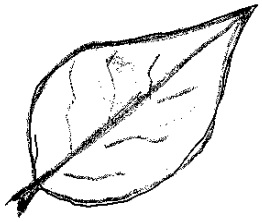
Q. kîkwây ôma?
What is this?
A. tohtôsâpoy anima.
That is milk.

Q. mistik cî ôma?
Is this a log?
Possible answers:
1. namôya, tohtôsâpoy anima.
2. namôya, namôya anima mistik.
3. namôya, namôya anima mistik, tohtôsâpoy anima.



Q. kîkwây ôma?
What is this?
A. mohkomân anima.
That is a knife.

Q. nîpiy cî ôma?
Is this a leaf?
Possible answers:
1. namôya, mohkomân anima.
2. namôya, namôya anima nîpiy.
3. namôya, namôya anima nîpiy, mohkomân anima.



Q. kîkwây ôma?
What is this?
A. nîpiy anima.
That is a leaf.

Q. mohkomân cî ôma?
Is this a knife?
Possible answers:
1. namôya, nîpiy anima.
2. namôya, namôya anima mohkomân.
3. namôya, namôya anima mohkomân, nîpiy anima.

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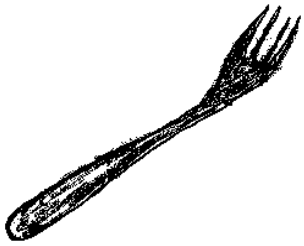
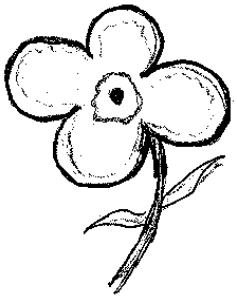
Q. kîkwây ôma?
What is this?
A. minihkwâcikan anima.
That is a cup.

Q. minihkwâcikan cî ôma?
Is this a cup?
Possible answers:
1. âha, minihkwâcikan anima.
2. âhpô êtikwê.



Q. kîkwây ôma?
What is this?
A. cîstahâsêpon anima.
That is a fork.

Q. cîstahâsêpon cî ôma?
Is this a fork?
Possible answers:
1. âha, cîstahâsêpon anima.
2. âhpô êtikwê.



Q. kîkwây ôma?
What is this?
A. wâpikwaniy anima.
That is a flower.

Q. acâhkos cî awa?
Is this a star?
Possible answers:
1. namôya, wâpikwaniy anima.
2. namôya, namôya ana acâhkos.
3. namôya, namôya ana acâhkos, wâpikwaniy anima.

Q. kîkwây awa?
What is this?
A. acâhkos ana.
That is a star.

Q. wâpikwaniy cî ôma?
Is this a flower?
Possible answers:
1. namôya, acâhkos ana.
2. namôya, namôya anima wâpikwaniy.
3. namôya, namôya anima wâpikwaniy, acâhkos ana.

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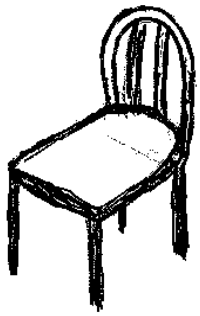
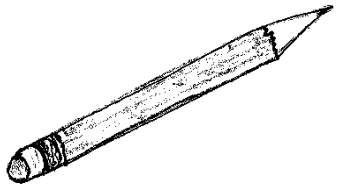


Q. kîkwây ôma?
What is this?
A. têhtapiwin anima.
That is a chair.

Q. masinahikanâhcikos cî awa?
Is this a pencil?
Possible answers:
1. namôya, têhtapiwin anima.
2. namôya, namôya ana masinahikanâhcikos.
3. namôya, namôya ana masinahikanâhcikos, têhtapiwin anima.



Q. kîkwây awa?
What is this?
A. masinahikanâhcikos ana.
That is a pencil.

Q. têhtapiwin cî ôma?
Is this a chair?
Possible answers:
1. namôya, masinahikanâhcikos ana.
2. namôya, namôya anima têhtapiwin.
3. namôya, namôya anima têhtapiwin, masinahikanâhcikos ana.

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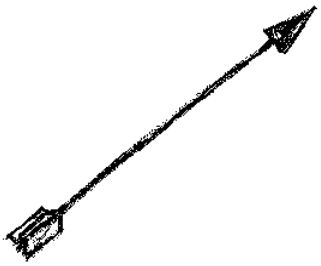
Q. kîkwây ôma?
What is this?
A. masinahikan anima.
That is a book.

Q. masinahikan cî ôma?
Is this a book?
Possible answers:
1. âha, masinahikan anima.
2. âhpô êtikwê.

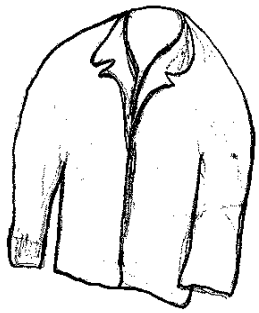


Q. kîkwây awa?
What is this?
A. akask ana.
That is an arrow.

Q. akask cî awa?
Is this an arrow?
Possible answers:
1. âha, akask ana.
2. âhpô êtikwê.

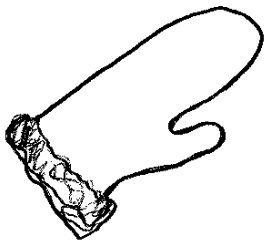
Q. kîkwây awa?
What is this?
A. atim ana.
That is a dog.

Q. miskotâkay cî ôma?
Is this jacket?
Possible answers:
1. namôya, atim ana.
2. namôya, namôya anima miskotâkay.
3. namôya, namôya anima miskotâkay, atim ana.



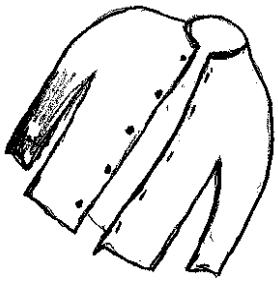
Q. kîkwây ôma?
What is this?
A. miskotâkay anima.
That is jacket.

Q. atim cî awa?
Is this a dog?
Possible answers:
1. namôya, miskotâkay anima.
2. namôya, namôya ana atim.
3. namôya, namôya ana atim, miskotâkay anima.



Q. kîkwây awa?
What is this?
A. astis ana.
That is a mitt.

Q. papakowayân cî ôma?
Is this a shirt?
Possible answers:
1. namôya, astis ana.
2. namôya, namôya anima papakowayân.
3. namôya, namôya anima papakowayân, astis ana.



Q. kîkwây ôma?
What is this?
A. papakowayân anima.
That is a shirt.

Q. astis cî awa?
Is this a mitt?
Possible answers:
1. namôya, papakowayân anima.
2. namôya, namôya ana astis.
3. namôya, namôya ana astis, papakowayân anima.

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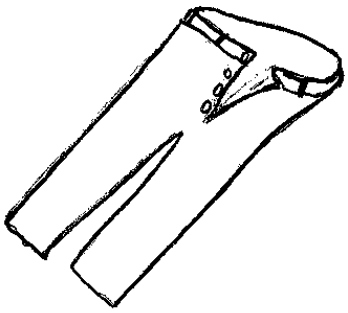
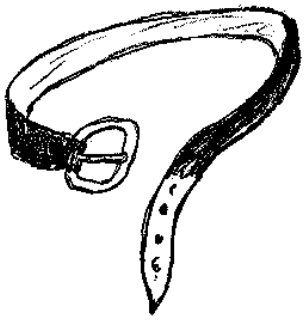


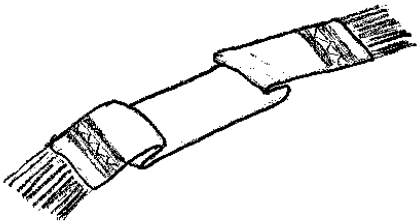
Q. kîkwây awa?
What is this?
A. mitâs ana.
That is a pair of pants.

Q. mitâs cî awa?
Is this a pair of pants?
Possible answers:
1. âha, mitâs ana.
2. âhpô êtikwê.



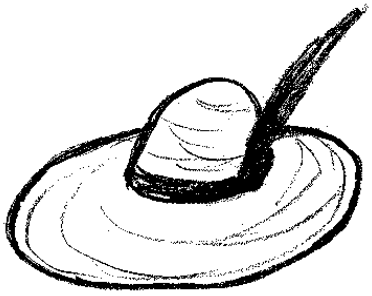
Q. kîkwây ôma?
What is this?
A. pakwâhtêhon anima.
That is a belt.

Q. pakwâhtêhon cî ôma?
Is this a belt?
Possible answers:
1. âha, pakwâhtêhon anima.
2. âhpô êtikwê.



Q. kîkwây awa?
What is this?
A. tâpiskâkan ana.
That is a scarf.

Q. astotin cî ôma?
Is this a hat?
Possible answers:
1. namôya, tâpiskâkan ana.
2. namôya, namôya anima astotin.
3. namôya, namôya anima astotin, tâpiskâkan ana.



Q. kîkwây ôma?
What is this?
A. astotin anima.
That is a hat.

Q. tâpiskâkan cî awa?
Is this a scarf?
Possible answers:
1. namôya, astotin anima.
2. namôya, namôya ana tâpiskâkan.
3. namôya, namôya ana tâpiskâkan, astotin anima.

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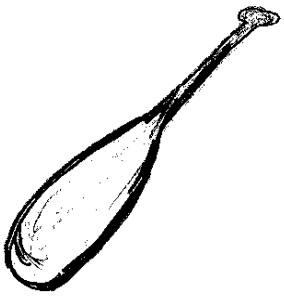
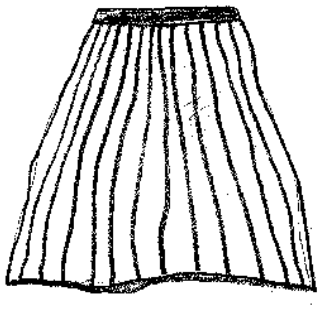


Q. kîkwây awa?
What is this?
A. apoy ana.
That is a paddle.

Q. iskwêwasâkay cî ôma?
Is this a skirt?
Possible answers:
1. namôya, apoy ana.
2. namôya, namôya anima iskwêwasâkay.
3. namôya, namôya anima iskwêwasâkay, apoy ana.



Q. kîkwây ôma?
What is this?
A. iskwêwasâkay anima.
That is a skirt.

Q. apoy cî awa?
Is this a paddle?
Possible answers:
1. namôya, iskwêwasâkay anima.
2. namôya, namôya ana apoy.
3. namôya, namôya ana apoy, iskwêwasâkay anima.

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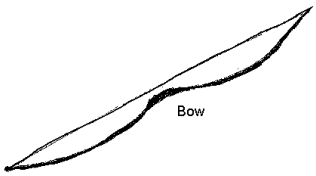
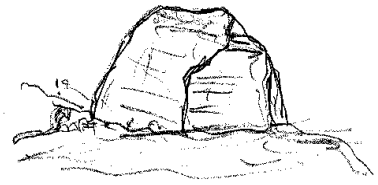
Q. kîkwây awa?
What is this?
A. mîtos ana.
That is a tree.

Q. mîtos cî awa?
Is this a tree?
Possible answers:
1. âha, mîtos ana.
2. âhpô êtikwê.



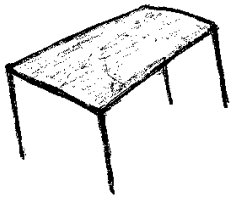
Q. kîkwây awa?
What is this?
A. âhcâpiy ana.
That is a bow.

Q. âhcâpiy cî awa?
Is this a bow?
Possible answers:
1. âha, âhcâpiy ana.
2. âhpô êtikwê.



Q. kîkwây awa?
What is this?
A. asiniy ana.
That is a rock.

Q. mîcisowinâhtik cî ôma?
Is this a table?
Possible answers:
1. namôya, asiniy ana.
2. namôya, namôya anima mîcisowinâhtik.
3. namôya, namôya anima mîcisowinâhtik, asiniy ana.



Q. kîkwây ôma?
What is this?
A. mîcisowinâhtik anima.
That is a table.

Q. asiniy cî awa?
Is this a rock?
Possible answers:
1. namôya, mîcisowinâhtik anima.
2. namôya, namôya ana asiniy.
3. namôya, namôya ana asiniy, mîcisowinâhtik anima.

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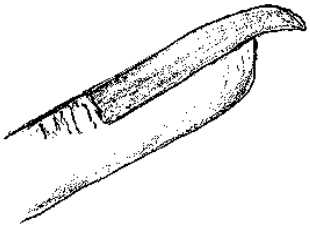
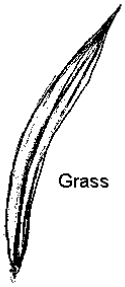


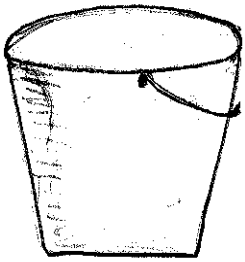
Q. kîkwây awa?
What is this?
A. maskasiy ana.
That is a fingernail.

Q. maskosiy cî ôma?
Is this a blade of grass?
Possible answers:
1. namôya, maskasiy ana.
2. namôya, namôya anima maskosiy.
3. namôya, namôya anima maskosiy, maskasiy ana.



Q. kîkwây ôma?
What is this?
A. maskosiy anima.
That is a blade of grass.

Q. maskasiy cî awa?
Is this a fingernail?
Possible answers:
1. namôya, maskosiy anima.
2. namôya, namôya ana maskasiy.
3. namôya, namôya ana maskasiy, maskosiy anima.

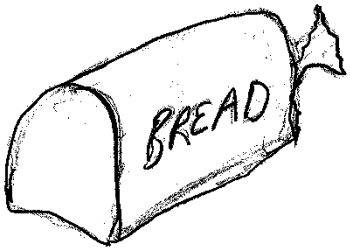


Q. kîkwây awa?
What is this?
A. askihk ana.
That is a pail.

Q. askihk cî awa?
Is this a pail?
Possible answers:
1. âha, askihk ana.
2. âhpô êtikwê.

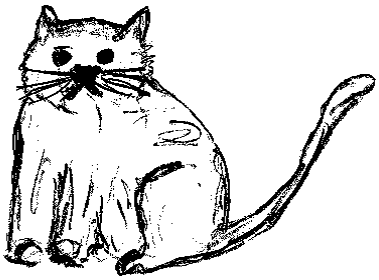
Q. kîkwây awa?
What is this?
A. êmihkwân ana.
That is a spoon.

Q. êmihkwân cî awa?
Is this a spoon?
Possible answers:
1. âha, êmihkwân ana.
2. âhpô êtikwê.



Q. kîkwây awa?
What is this?
A. pîswêhkasikan ana.
That is bread.

Q. minôs cî awa?
Is this a cat?
Possible answers:
1. namôya, pîswêhkasikan ana.
2. namôya, namôya ana minôs.
3. namôya, namôya ana minôs, pîswêhkasikan ana.



Q. kîkwây awa?
What is this?
A. minôs ana.
That is a cat.

Q. pîswêhkasikan cî awa?
Is this bread?
Possible answers:
1. namôya, minôs ana.
2. namôya, namôya ana pîswêhkasikan.
3. namôya, namôya ana pîswêhkasikan, minôs ana.

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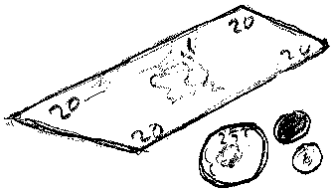
Q. kîkwây awa?
What is this?
A. ospwâkan ana.
That is a pipe.

Q. sôniyâw cî awa?
Is this money?
Possible answers:
1. namôya, ospwâkan ana.
2. namôya, namôya ana sôniyâw.
3. namôya, namôya ana sôniyâw, ospwâkan ana.



Q. kîkwây awa?
What is this?
A. sôniyâw ana.
That is money.

Q. ospwâkan cî awa?
Is this a pipe?
Possible answers:
1. namôya, sôniyâw ana.
2. namôya, namôya, ana ospwâkan.
3. namôya, namôya ana ospwâkan, sôniyâw ana.

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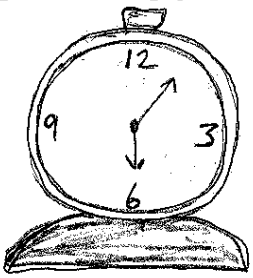
Q. kîkwây awa?
What is this?
A. awâsisihkân ana.
That is a doll.

Q. awâsisihkân cî awa?
Is this a doll?
Possible answers:
1. âha, awâsisihkân ana.
2. âhpô êtikwê.



Q. kîkwây awa?
What is this?
A. pîsimohkân ana.
That is a clock.

Q. pîsimohkân cî awa?
Is this a clock?
Possible answers:
1. âha, pîsimohkân ana.
2. âhpô êtikwê.

Q. kîkwây awa?
What is this?
A. nâpêsis ana.
That is a boy.

Q. nâpêw cî awa?
Is this a man?
Possible answers:
1. namôya, nâpêsis ana.
2. namôya, namôya ana nâpêw.
3. namôya, namôya ana nâpêw, nâpêsis ana.

Q. kîkwây awa?
What is this?
A. nâpêw ana.
That is a man.

Q. nâpêsis cî awa?
Is this a boy?
Possible answers:
1. namôya, nâpêw ana.
2. namôya, namôya ana nâpêsis.
3. namôya, namôya ana nâpêsis, nâpêw ana.

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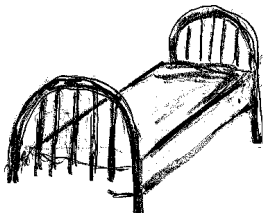
Q. kîkwây ôma?
What is this?
A. kimiwanasâkay anima.
That is a raincoat.

Q. iskwêw cî awa?
Is this a woman?
Possible answers:
1. namôya, kimiwanasâkay anima.
2. namôya, namôya ana iskwêw.
3. namôya, namôya ana iskwêw, kimiwanasâkay anima.

Q. kîkwây awa?
What is this?
A. iskwêw ana.
That is a woman.

Q. kimiwanasâkay cî ôma?
Is this a raincoat?
Possible answers:
1. namôya, iskwêw ana.
2. namôya, namôya anima kimiwanasâkay.
3. namôya, namôya anima kimiwanasâkay, iskwêw ana.



Q. kîkwây ôma?
What is this?
A. nipêwin anima.
That is a bed.

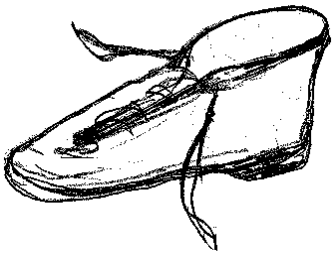
Q. nipêwin cî ôma?
Is this a bed?
Possible answers:
1. âha, nipêwin anima.
2. âhpô êtikwê.

Q. kîkwây awa?
What is this?
A. iskwêsis ana.
That is a girl.

Q. iskwêsis cî awa?
Is this a girl?
Possible answers:
1. âha, iskwêsis ana.
2. âhpô êtikwê.

Q. kîkwây awa?
What is this?
A. asikan ana.
That is a sock.

Q. maskisin cî ôma?
Is this a shoe?
Possible answers:
1. namôya, asikan ana.
2. namôya, namôya anima maskisin.
3. namôya, namôya anima maskisin, asikan ana.



Q. kîkwây ôma?
What is this?
A. maskisin anima.
That is a shoe.

Q. asikan cî awa?
Is this a sock?
Possible answers:
1. namôya, maskisin anima.
2. namôya, namôya ana asikan.
3. namôya, namôya ana asikan, maskisin anima.

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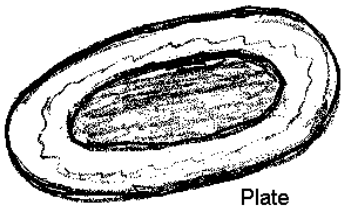


Q. kîkwây ôma?
What is this?
A. oyâkan anima.
That is a plate.

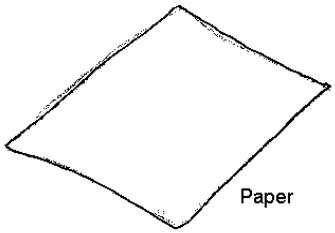
Q. piponasâkay cî ôma?
Is this a parka?
Possible answers:
1. namôya, oyâkan anima.
2. namôya, namôya anima piponasâkay.
3. namôya, namôya anima piponasâkay, oyâkan anima.

Q. kîkwây ôma?
What is this?
A. piponasâkay anima.
That is a parka.

Q. oyâkan cî ôma?
Is this a plate?
Possible answers:
1. namôya, piponasâkay anima.
2. namôya, namôya anima oyâkan.
3. namôya, namôya anima oyâkan, piponasâkay anima.

Q. kîkwây awa?
What is this?
A. môswa ana.
That is a moose.

Q. môswa cî awa?
Is this a moose?
Possible answers:
1. âha, môswa ana.
2. âhpô êtikwê.



Q. kîkwây ôma?
What is this?
A. masinahikanêkin anima.
That is a paper.

Q. masinahikanêkin cî ôma?
Is this a paper?
Possible answers:
1. âha, masinahikanêkin anima.
2. âhpô êtikwê.

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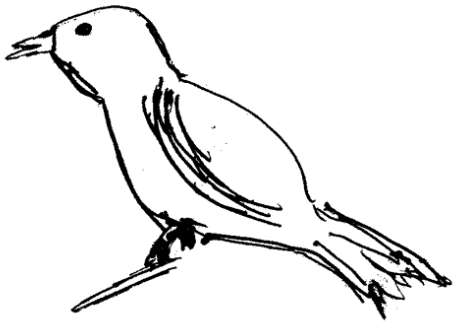
Q. kîkwây awa?
What is this?
A. kâkwa ana.
That is a porcupine.

Q. piyêsîs cî awa?
Is this a bird?
Possible answers:
1. namôya, kâkwa ana.
2. namôya, namôya ana piyêsîs.
3. namôya, namôya ana piyêsîs, kâkwa ana.



Q. kîkwây awa?
What is this?
A. piyêsîs ana.
That is a bird.

Q. kâkwa cî awa?
Is this a porcupine?
Possible answers:
1. namôya, piyêsîs ana.
2. namôya, namôya ana kâkwa.
3. namôya, namôya ana kâkwa, piyêsîs ana.

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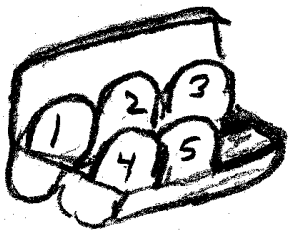
PLURALS:
The words in the above will change when dealing with plurals as in the following:

ANIMATE NOUNS	INANIMATE NOUNS
	
Q. kîkwâyak ôki? What are these? A. kâkwak aniki. Those are porcupine.	**Q. kîkwâya ôhi?** What are these? A. wâwa anihi. Those are eggs.

Q. wâposak cî ôki?
A.i. namôya, kâkwak aniki.
ii. namôya, namôya aniki wâposak.
iii. namôya, namôya aniki wâposak, kâkwak aniki.

Q. wâwa cî ôhi?
A. âha, wâwa anihi.

2.2. DIMINUTIVES

Diminutives are smaller counter-parts of regular-sized nouns. Once again the inflectional rules for going from a regular-sized noun to its smaller counter-part depends on the noun endings. A couple of points to remember before we get to the actual rules: every "*t*' must be changed to "*c*" and all diminutives end in an *s*. To make plural out of diminutives simply add "*ak*" to Animate diminutives and add "*a*" to all Inanimate diminutives.

TABLE II

NOUN ENDINGS	**DIMINUTIVES**	**RULES:** every t changes to c plus:
Nouns ending in "*k*": mistik – log	miscikos - stick	Add **"**os."
Nouns ending in "*ih*" or "*i*": ôsih – boat wâwi – egg	ôcisis – small boat wâwisis – a small egg	Drop "ih" or "i" then add "isis."
Nouns ending in "*wa*": mwâkwa – loon	mwâkosis – small loon	Drop "wa" then add "osis".
Nouns ending in "*êw*": kihêw – eagle	kihêsis – small eagle	Drop "w" then add "sis".
Nouns ending in: *aw* – mêskanaw - road *ay* – miskotâkay - coat *âw* – sakâw – bush	mêskanâs – a small road miskocâkâs – a small coat sakâs – a small bush	Drop the "aw", the "ay" and the "âw" then add "âs".
Nouns ending in "*iy*" and "*iw*": maskosiy – a blade of grass pisiw – lynx	maskosîs – a small blade of grass pisîs – a small lynx	Drop the "iy" and "iw" then add "îs" or "îsis".
Nouns ending in "*oy*": tohtôsâpoy – milk	cohcôsâpôs – a bit of milk (creamer)	Drop "oy" then add "ôs".
Nouns ending in "*im*": atim – dog	acimosis – puppy or small dog	Add "osis".
For all other nouns not ending in the above…		Add "is".

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2.2.a. EXERCISES

A. Make diminutives out of the following nouns then, using the demonstrative pronoun as a guide to Animacy make plurals out of the diminutives:

NOUN	DIMINUTIVE	PLURAL
1. askihk awa. This is a pail.	_____	_____
2. apoy awa. This is a paddle.	_____	_____
3. mihtawakay ôma. This is an ear.	_____	_____
4. micihciy ôma. This is a hand.	_____	_____
5. sîwihtâkan ôma. This is salt.	_____	_____
6. miskîsik ôma. This is an eye.	_____	_____
7. pîswêhkasikan awa. This is bread.	_____	_____
8. sêhkêpayîs awa. This is a car.	_____	_____
9. picikwâs awa. This is an apple.	_____	_____
10. wâkâs awa. This is a banana.	_____	_____
11. pahkwêsikan awa. This is bannock.	_____	_____
12. masinahikan ôma. This is a book.	_____	_____
13. masinahikanêkin ôma. This is paper.	_____	_____
14. masinahikanâhcikos awa. This is a pencil.	_____	_____
15. maskasiy awa. This is a finger-nail.	_____	_____
16. sâkahikan ôma. This is a lake.	_____	_____
17. sakahikan ôma. This is a nail.	_____	_____
18. wâpamon ôma. This is a mirror.	_____	_____
19. oyâkan ôma. This is a plate.	_____	_____
20. minihkwâcikan ôma. This is a cup.	_____	_____

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B. Complete the following then write out the rules that apply:

1. a) âhkosîwikamik (hospital) --→ âhkosîwikamikos b) kinêpik (snake) --→ kinêpikos

   c) kapêsiwikamik (hotel) --→ _____

   d) akask (arrow) --→ _____

RULE: _____
_____

2. a) apoy (paddle) --→ apôs b) sîwâpoy (pop) --→ sîwâpôs

   c) tohtôsâpoy (milk) --→ _____

   d) pihkatêwâpoy (coffee) --→ _____

RULE: _____
_____

3. a) maskasiy (finger-nail) --→ maskasîs b) asiniy (stone) --→ asinîs

   c) nîpiy (leaf) --→ _____

   d) maskosiy (blade of grass) --→ _____

RULE: _____
_____

4. a) mihtawakay (ear) --→ mihcawakâs b) mêskanaw (road) ---→ mêskanâs

   c) ôtênaw (town) --→ _____

   d) miskotâkay (coat) --→ _____

RULE: _____
_____

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5. a) kihêw (eagle) --→ kihêsis b) pihêw (grouse) --→ pihêsis

c) nâpêw (man) --→ _____

d) iskwêw (woman) --→ _____

RULE: _____
_____

6. a) môswa (moose) --→ môsosis b) kâkwa (porcupine) --→ kâkosis

c) mwâkwa (loon) --→ _____

d) maskwa (bear) --→ _____

RULE: _____
_____

C. Fill in the chart from memory and transform the examples:

NOUN ENDINGS	**DIMINUTIVES: examples**	**RULES:** every *t* changes to *c* plus:
Nouns ending in "*k*":	mistik _____	
Nouns ending in "*ih*" or "*i*":	ôsih _____ wâwi _____	
Nouns ending in "*wa*":	maskwa _____	
Nouns ending in "*êw*":	nâpêw _____	
Nouns ending in: *aw*, *ay*, *âw*	ispatinaw _____ mihtawakay _____ sakâw _____	
Nouns ending in "*iy*" and "*iw*"	asiniy _____ mikisiw _____	
Nouns ending in "*oy*":	iskotêwâpoy _____	
Nouns ending in "*im*":	pîsim _____	
For all other nouns not ending in the above…	sâkahikan _____	

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2.3. LOCATIVES

Locatives refer to the suffixes added to the noun to indicate location. For example, if you want to say "to the lake" you would use the noun "*sâkahikan*" and the locative suffix "*ihk*": *sâkahikanihk* – to the lake. Locative nouns can be translated as "in the", "to the", "at the" or "on the" depending on the situation. Most often prepositions are also used with the locative nouns and these prepositions are placed before the noun with its locative ending. Once again the endings of the nouns determines which locative suffix to use:

TABLE III

NOUN ENDINGS	LOCATIVES	RULES
Nouns ending in "*k*": atâwêwikamik - store	atâwêwikamikohk – to/at/in the store	Add "ohk"
Nouns ending in "*ih*" or "*i*" ôsih – boat wâwi – egg	ôsihk – in the boat wâwihk – on the egg	Drop endings "ih" and "i" then add "ihk"
Nouns ending in "*aw*", "*ay*" and "*âw*": mêskanaw – road miskotâkay – coat sakâw - bush	mêskanâhk – on the road miskotâkâhk – in the coat sakâhk – in the bush	Drop these endings then add "âhk"
Nouns ending in "*iy*": maskosiy – a blade of grass	maskosîhk – in the grass	Drop the ending then add "îhk"
Nouns ending in "*oy*": sîwâpoy – juice/pop	sîwâpôhk – in the juice	Drop the ending then add "ôhk"
Nouns ending in "*wa*": mwâkwa- loon	mwâkohk – on the loon	Drop wa then add "ohk"
Nouns ending in *"im"*	pîsimohk – on the sun	Add "ohk"
For all others		Add ihk

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2.3.a. EXERCISES

A. Make locatives out of the following nouns:

1. kihci-kiskinwahamâtowikamik – University
   _____
2. iskonikan – reserve _____
3. ôtênaw – town _____
4. ôsih – boat _____
5. mîcisowinâhtik – table _____
6. têhtapiwin – chair _____

7. âhkosîwikamik – hospital _____

8. mihtawakay – ear _____

9. mêtawêwikamik – gym _____

10. minihkwêwikamik – bar _____

11. sâkahikan – lake _____

12. sîpiy – river _____

13. ispatinaw – hill _____

14. wâyahcâw – valley _____

15. sakâw – a bush _____

16. kapêsiwikamik – hotel/motel _____

17. mîcisowikamik – café _____

18. sîwâpoy – pop _____

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B. Complete the following then write out the rules:

1. a) mistik (tree) ---→ mistikohk b) sikâk (skunk) ----→ sikâkohk
   c) mîcisowinâhtik (table) --→_____

   d) kapêsiwikamik (hotel) --→ _____
   _____

   _____

2. a) ôsih (boat) ---→ ôsihk b) wâwi (egg) ----→ wâwihk
   c) wîstih (lodge) --→_____

   d) wâtih (hole/cave)--→ _____
   _____

   _____

3. a) mêskanaw (road) ---→ mêskanâhk b) sâkâw (bush) ----→ sakâhk
   c) ispatinaw (hill) --→_____

   d) wâsâw (bay) --→ _____
   _____

   _____

4. a) maskosiy (grass) ---→ maskosîhk b) maskasiy (finger nail) ----→ maskasîhk
   c) asiniy (stone) --→_____

   d) nipiy (water) --→ _____
   _____

   _____

5. a) sîwâpoy (pop) ---→ sîwâpôhk b) tohtôsâpoy (milk) ----→ tohtôsâpôhk
   c) mîcimâpoy (soup) --→_____

   d) apoy (paddle) --→ _____
   _____

   _____

6. a) kâkwa (porcupine) ---→ kâkohk b) mwâkwa (loon) ----→ mwâkohk
   c) maskwa (bear) --→_____

   d) môswa (moose) --→_____
   _____

   _____

7. a) maskisin (shoe) ---→ maskisinihk b) astotin (hat) ----→ astotinihk
   c) mitâs (pants) --→_____

   d) papakowayân (shirt) --→ _____
   _____

   _____

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C. Complete the following chart with examples:

NOUN ENDINGS	PLURALS DROP ENDINGS: "-ih" and "-i" then ADD:	DIMINUTIVE DROP ENDINGS: "-i,"ih," "-w," "-iy," “iw” "-wa," "-aw" "-ay," “-âw” and "oy," change "t" to "c" then ADD:	LOCATIVES DROP ENDINGS: "-i," "ih," "w," "iy," “iw” "-wa," "-aw," "-ay," -âw and "-oy" then ADD:
--k (I)			
-k (A)			
-ih			
-i			
-wa			
-aw			
-âw			
-êw			
-iw			
-iy			
-ay			
-oy			
-im			
All else			

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2.4. REVIEW

2.4.a. Nouns: all nouns are either Animate or Inanimate. Endings of nouns determine the forms of Plurals, Diminutives and Locatives as shown in the chart below:

Noun Ending	An. Plurals	In. Plurals	Diminutives	Locatives
----k askihk mistik	-wak askihk**wak** mistik**wak**	-wa mistik**wa**	-os askihk**os** mis**c**ik**os**	-ohk askihk**ohk** mistik**ohk**
----ih/i ôsih wâwi		drop ih/i; -a ôsa wâwa	drop ih/i-- isis ôc**isis*** wâw**isis**	drop ih/i; -ihk ôs**ihk** wâw**ihk**
----wa maskwa	-k maskwak		drop wa; -osis mask**osis**	drop wa; -ohk mask**ohk**
---êw nâpêw iskotêw	-ak nâpêw**ak**	-a iskotêw**a**	drop w; -sis nâpê**sis** isko**c**ê**sis**	-nâhk nâpê**nâhk** **iskotêhk****
----aw/âw mêskanaw môniyâw	môniyâw**ak**	-a mêskanaw**a**	drop aw/âw; -âs mêskan**âs** môniy**âs**	drop aw/âw; -âhk mêskan**âhk** môniy**ânâhk**
----ay mêstakay		-a mêstakay**a**	drop ay; -âs mêscak**âs**	drop ay; -âhk mêstak**âhk**
----iy/iw maskosiy maskasiy mikisiw	-ak maskasiy**ak** mikisiw**ak**	-a maskosiy**a**	drop iy/iw; -îs maskos**îs** maskas**îs** mikis**îs**	drop iy/iw; -îhk maskos**îhk** maskas**îhk** mikis**înâhk**
----oy apoy tohtôsâpoy	-ak apoy**ak**	-a tohtôsâpoy**a**	drop oy; -ôs ap**ôs** cohcôsâp**ôs**	drop oy; -ôhk ap**ôhk** tohtôsâp**ôhk**
----im*** atim	-wak atim**wak**		-osis acim**osis**	-ohk atim**ohk**
all others	-ak	-a	-is	-ihk

--- "t" changes to "c" at all times for diminutives
* *ôsih* to *ôcisis.*
** originally *iskotêwihk*? The locative for *nâpêw* means "in the place of men"?
*** Okay here and most others but not on kinship terms *nitôsim* and *nikosim.*

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2.4.b. FILL IN ALL THE BLANKS for the plural, diminutives and locatives.
DO: Note that the use of demonstrative pronouns "awa" and "ôma" will aid in determining the Animacy of the nouns. Knowing the animacy of the nouns will help with making plurals:

NOUNS	PLURAL	DIMINUTIVE	LOCATIVE
mîcisowinâhtik ôma. This is a table.			
sikâk awa. This is a skunk.			
askipwâwi ôma. This is a potato.			
mwâkwa awa. This is a loon.			
ispatinaw ôma. This is a hill.			
sakâw ôma. This is a bush.			
mihtawakay ôma. This is an ear.			
iskwêw awa. This is a woman.			
nîpiy ôma. This is a leaf.			
maskasiy awa. This is a fingernail.			

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2.4.c. Change the following nouns and demonstrative pronouns into their plural forms:
e.g.
Animate nouns:
a) nâpêw awa ----→ nâpêwak ôki
This is a man -----→ These are men

Inanimate nouns:
b) wâskahikan ôma ---→ wâskahikana ôhi.
This is a house.------→ These are houses.

1. mistik awa _____
   This is a tree. These are trees.

2. mîcisowinâhtik ôma. _____
   This is a table. These are tables.

3. mitâs awa. _____
   This is a pair of pants. These are pairs of pants.

4. papakowayân ôma. _____
   This is a shirt. These are shirts.

5. asikan awa. _____
   This is a sock. These are socks.

6. maskisin ôma. _____
   This is a shoe. These are shoes.

7. astis awa. _____
   This is a mitt. These are mitts.

8. astotin ôma. _____
   This is a hat. These are hats,

9. tâpiskâkan awa. _____
   This is a scarf. These are scarves.

10. miskotâkay ôma. _____
    This is a coat. These are coats.

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Chapter Three
PREPOSITIONS AND PRONOUNS

3. LOCATION WORDS

In the previous chapter we saw the addition of suffixes to nouns to indicate location. These suffixes to nouns form locatives. Nouns with locative suffixes can be translated to mean "to/at/in/on the particular noun" depending on the context of the utterance. In addition to the locatives Cree also has other grammatical units that help in identifying the location of whatever it is that is being talked about. These grammatical units include prepositions, demonstrative pronouns, and directions. It is common to use a preposition and a locative together with the preposition preceeding the locative noun. Every utterance using these units in Cree indicates the spatial relationship the speaker has with his or her surroundings. Let's have a look at these units beginning with prepositions.

3.1. PREPOSITIONS

A preposition expresses a locative relation to another word, usually a noun or a pronoun, and is very rarely used on its own. In speaking Cree people often use the prepositons with nouns that include locative endings. A list of Cree prepositions include:

wayawîtimihk	- outside	pihcâyihk	- inside
wayawîtimiskwaht	- just outside the door	pihtokamihk	- indoors
nohcimihk	- inland	nâsipêtimihk	- at the shore
asicâyihk	- beside/against	ispimihk	- up/upstairs
mohcihk	- down/on the ground	nihcâyihk	- down/downstairs
atâmihk	- beneath/under	sîpâ/sîpâyihk	- under
atâmipihk	- underwater	capasis	- lower
tahkohc	- on top	capasîs	- lower down
sisonê	- along	wâsakâm	- around
wahyaw	- far	cîki	- near
wahyawês	- a bit of a ways	kisiwâk	- nearby
tâwâyihk	- in the middle	tastawâyihk	- in between
âyêtawâyihk	- on either side	âpihtawanohk	- halfway
kisipanohk	- at the end	iskwêyânihk	- at the last place
namahcîhk	- to the left	kihciniskêhk	- to the right

Other common words that show location include the following directions:

kîwêtinohk	– north	sâkâstênohk	– east
sâwanohk	– south	pahkisimotâhk	– west

These particles also indicate location or a change in movement :

isko - as far as/up to	isi – toward/manner in which something is done
ohci – from	pê – come/in this direction

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3.2. EXERCISES

A. Answer the following questions :

1. tâniwâ nâha minôs?
   Where is that cat over there?

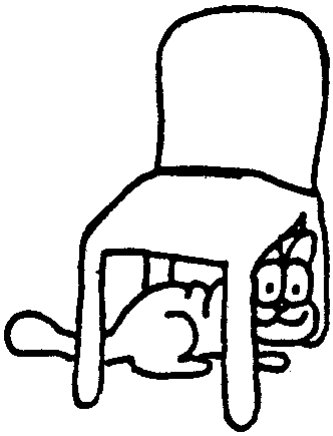
_____

_____

2. tâniwâ awa ayîkis?
   Where is this frog?

_____

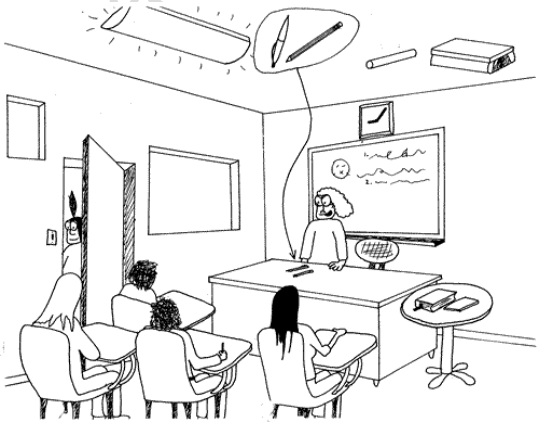
_____



3. tâniwâ awa minôs?
   Where is this cat?

_____

_____



4. tâniwêhkâk ôki okiskinwahamâkanak?
   Where are these students?

_____

_____

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B. TRANSLATE the sentences below using the following words:

NOUNS			**PREPOSITIONS**
minôs (*cat*)	atim (*dog*)	mistik (*tree*)	asicâyihk (*against/beside*)
iskwêw (*woman*)	sîsîp (*duck*)	nipiy (*water*)	sîpâ (*under*)
môswa (*moose*)	sîpiy (*river*)	mêtawêwikamik (*gym*)	
mîcisowinâhtik (*table*)			

TABLE IV

NUMBER	**USE WITH INANIMATE**	**USE WITH ANIMATE**
SINGULAR	astêw = it is there	ayâw = s/he is there
PLURAL	astêwa = they are there	ayâwak = they are there

1. The cat is under the table.

_____

2. The dog is beside the tree.

_____

3. The ducks are on the water.

_____

4. The moose is in the river.

_____

5. The woman is at the gym.

_____

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C. Prepositions and locatives

Prepositions and **locatives** usually go together. In the exercises below, make the nouns following the prepositions into locatives then translate. Some prepositions operate without a locative noun, in those cases make the nouns agree in number to the verb "to be" from TABLE IV:

1. atim ayâw sîpâ mîcisowinâhtik. _____
   atim ayâw sîpâ mîcisowinâhtikohk. The dog is under the table.

2. atâmihk asiniy ayâw kinêpik. _____
   atâmihk asinîhk ayâw kinêpik. The snake is under the rock.

3. asicâyihk têhtapiwin ayâw apoy. _____

4. nohcimihk sakâw ayâw maskwa. _____

5. ispimihk wâskahikan astêw nipêwin. _____

6. nihcâyihk wâskahikan ayâwak atimwak. _____

_____

7. mohcihk ayâwak astis. _____

8. kisiwâk astêw masinahikana. _____

9. wayawîtimihk ayâwak awâsis. _____

10. atâmipîhk ayâw kinosêwak. _____

11. capasis wâsênikan astêw cêhcapiwinis. _____

_____

12. tahkohk mistik ayâw ayîkis. _____

13. sisonê sâkahikan ayâw mahihkan. _____

14. wahyawês ayâwak kihêw. _____

15. wahyaw ayâwak nitôtêm. _____

16. cîki iskwâhtêm ayâw minôs. _____

17. tâwâyihk mistik astêw têhtapiwin. _____

_____

18. âyêtawâyihk têhtapiwin ayâwak mistikwak. _____

_____

19. kihciniskêhk astêwa masinahikan. _____

20. namahcîhk astêw maskisina. _____

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3.3. PRONOUNS

There are various types of pronouns in Cree. These pronouns include the demonstrative pronouns, the interrogative pronouns, the personal pronouns and the emphatic pronouns. Let's look at these pronouns in separate sections.

3.3.a. DEMONSTRATIVE PRONOUNS

Demonstrative pronouns show location of nouns. The correct usage of some of these pronouns depend on the animacy and number of the nouns as well as the distance the noun under discussion is from the speaker.

Use these demonstrative pronouns with Animate nouns:

		Singular		**Plural**
That over there.		nâha	nêki	**Those over there.**
That there	ana		aniki	**Those there.**
This	[**SPEAKER**] awa	ôki		**These**

Use "*awa*" for singular Animate nouns and "*ôki*" for plural Animate nouns when the speaker is close to the noun being talked about. Use "*ana*" for singular Animate nouns and "*aniki*" for plural Animate nouns when the object is a little ways from the speaker. Use "*nâha*" for singular Animate nouns and "*nêki*" for plural Animate nouns when the object is quite a ways from the speaker.

Use these demonstrative pronouns with Inanimate nouns:

		Singular		**Plural**
That over there		nêma	nêhi	**Those over there.**
That there	anima		anihi	**Those there.**
This	[**SPEAKER**] ôma	ôhi		**These**

Use "*ôma*" for singular Inanimate nouns and "*ôhi*" for plural Inanimate nouns when the speaker is close to the noun being discussed. Use "*anima*" for singular Inanimate nouns and "*anihi*" for plural Inanimate nouns when the object is a little ways from the speaker. Use "*nêma*" for singular Inanimate nouns and "*nêhi*" for plural Inanimate nouns when the object is quite a ways from the speaker.

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NOTE: When the demonstrative pronoun is said before the noun as in "*awa atim*" then the statement is simply saying: "This dog (or whatever noun)." When the demonstrative pronoun comes after the noun as in "*atim awa*"then the translation includes the verb "to be" as in the following: "This is a dog (or whatever noun)."

TABLE V

ENGLISH	Use with Animate nouns	Use with Inanimate nouns
This	awa	ôma
That	ana	anima
That over there	nâha	nêma
These	ôki	ôhi
Those	aniki	anihi
Those over there	nêki	nêhi

The use of the right demonstrative pronoun with a noun depends on the animacy of the noun and the distance the noun is from the speakers as in the example below.

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kâkwa nâha
That is a porcupine over there.

kâkwak nêki
Those are porcupines over there.

kâkwa ana
That is a porcupine.

kâkwak aniki
Those are porcupines.

kâkwa awa
This is a porcupine.

kâkwak ôki
These are porcupines.

SPEAKERS ARE CLOSE TO THE NOUNS HERE

3.3.b. EXERCISES with nouns and demonstrative pronouns:
(Bring items you want to work with to class and do the following exercises with the students.)

a) Say the Cree word for items for this exercise as you place them around the classroom saying "*awa*" after each animate noun and "*ôma*" after each inanimate noun: have one row of animate nouns and one row of inanimate nouns;

b) Have a student stand at the foot of animate nouns and another student at the foot of the inanimate nouns;

c) Group leader will start at the foot of the animate nouns asking the other student for a yes response to that item then moves on to the next item in the same row then on to the last item asking the last question in that row. Repeat the process for the inanimate nouns;

SINGULAR NOUNS:
ANIMATE NOUNS

GROUP LEADER	**STUDENT RESPONSE**
1) Item is close to both the group leader and the student responding:	
astis cî awa?	âha, astis awa.
Is this a mitt?	Yes, this is a mitt.
2) Group leader moves on to the second item but student responding stays by the first item:	
mitâs cî awa?	âha, mitâs ana.
Is this a pair of pants?	Yes, that is a pair of pants there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
asikan cî awa?	âha, asikan (ana) nâha.
Is this a sock?	Yes, that is a sock over there.

INANIMATE NOUNS

1) Item is close to both the group leader and the student responding:	
astotin cî ôma?	âha, astotin ôma.
Is this a hat?	Yes, this is a hat.
2) Group leader moves on to the second item but student responding stays by the first item:	
papakowayân cî ôma?	âha, papakowayân anima.
Is this a shirt?	Yes, that is a shirt there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
maskisin cî ôma?	âha, maskisin (anima) nêma.
Is this a shoe?	Yes, that is a shoe over there.

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Have each student take a turn at being group leader as well as being the one answering the questions.

ANIMATE NOUNS

GROUP LEADER	**STUDENT RESPONSE**
1) Item is close to both the group leader and the student responding:	
asikan cî awa?	namôya, astis awa.
Is this a sock?	No, this is a mitt.
2) Group leader moves on to the second item but student responding stays by the first item:	
astis cî awa?	namôya, mitâs ana.
Is this a mitt?	No, that is a pair of pants there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
mitâs cî awa?	namôya, asikan (ana) nâha.
Is this a pair of pants?	No, that is a sock over there.

INANIMATE NOUNS

1) Item is close to both the group leader and the student responding:	
papakowayân cî ôma?	namôya, astotin ôma.
Is this a shirt?	No, this is a hat.
2) Group leader moves on to the second item but student responding stays by the first item:	
maskisin cî ôma?	namôya, papakowayân anima.
Is this a shoe?	No, that is a shirt there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
astotin cî ôma?	namôya, maskisin (anima) nêma.
Is this a hat?	No, that is a shoe over there.

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PLURAL NOUNS

ANIMATE NOUNS

GROUP LEADER	STUDENT RESPONSE
1) Item is close to both the group leader and the student responding:	
astisak cî ôki?	âha, astisak ôki.
Are these mitts?	Yes, these are mitts.
2) Group leader moves on to the second item but student responding stays by the first item:	
mitâsak cî ôki?	âha, mitâsak aniki.
Are these pairs of pants?	Yes, those are pairs of pants there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
asikanak cî ôki?	âha, asikanak (aniki) nêki.
Are these socks?	Yes, those are socks over there.

INANIMATE NOUNS

1) Item is close to both the group leader and the student responding:	
astotina cî ôhi?	âha, astotina ôhi.
Are these hats?	Yes, these are hats.
2) Group leader moves on to the second item but student responding stays by the first item:	
papakowayâna cî ôhi?	âha, papakowayâna anihi.
Are these shirts?	Yes, those are shirts there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
maskisina cî ôhi?	âha, maskisina (anihi) nêhi.
Are these shoes?	Yes, those are shoes over there.

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Have each student take a turn at being group leader as well as being the one answering the questions.

ANIMATE NOUNS

GROUP LEADER	**STUDENT RESPONSE**
1) Item is close to both the group leader and the student responding:	
asikanak cî ôki?	namôya, astisak ôki.
Are these socks?	No, these are mitts.
2) Group leader moves on to the second item but student responding stays by the first item:	
astisak cî ôki?	namôya, mitâsak aniki.
Are these mitts?	No, those are pairs of pants there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
mitâsak cî ôki?	namôya, asikanak (aniki) nêki.
Are these pairs of pants?	No, those are socks over there.

INANIMATE NOUNS

1) Item is close to both the group leader and the student responding:	
papakowayâna cî ôhi?	namôya, astotina ôhi.
Are these shirts?	No, these are hats.
2) Group leader moves on to the second item but student responding stays by the first item:	
maskisina cî ôhi?	namôya, papakowayâna anihi.
Are these shoes?	No, those are shirts there.
3) Group leader moves to the last item in the row and again the student remains by the first item:	
astotina cî ôhi?	namôya, maskisina (anihi) nêhi.
Are these hats?	No, those are shoes over there.

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3.4. INTERROGATIVE PRONOUNS

Interrogative pronouns are used in asking content questions. As opposed to the polarity question indicator "*cî*" that requires a "yes – *âha*" or "no – *namôya*" answer, these content questions ask for specific information. Most of these content question words in Cree begin with "*tân*" so many people refer to them as the "*tân* words." However, there are a few content question indicators that do not begin with "*tân*" and these include the following:

kîkwây	– what (for singular inanimate nouns)
kîkwâya	– what (for plural inanimate nouns)
awîna	- who (for singular animate)
awîniki	- who (for plural animate)
kêko	- which/what kind

All other interrogative pronouns can be rightly called the "*tân* words." Some of these tân words depend on the animacy and the number of the noun being discussed. These interrogative pronouns include the following:

tâniwâ	- where is (singular animate)
tâniwêhkâk	- where are (plural animate)
tâniwê	- where is (singular inanimate)
tâniwêhâ	- where is (plural inanimate)
tâna	- which (singular animate)
tâniki	- which (plural animate)
tânima	- which (singular inanimate)
tânihi	- which (plural inanimate)

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The above pronouns acan be set in a chart like the following for easier access:

TABLE VI

INTERROGATIVE PRONOUNS THAT DEPEND ON ANIMACY AND NUMBER

NUMBER	ENGLISH	ANIMATE	INANIMATE
SINGULAR	Where	tâniwâ	tâniwê
	Which	tâna	tânima
	What	_____	kîkwây
	Who	awîna	_____
PLURAL	Where	tâniwêhkâk	tâniwêhâ
	Which	tâniki	tânihi
	What	_____	kîkwâya
	Who	awîniki	_____

Some interrogative pronouns do not depend on the animacy or the number of the noun for correct usage. These include the following:

tânisi	- How / How are you?	tânêhki	- Why? How come?
tânispîhk	- When?	tânita	- Where abouts?
tânitê	- Where (in general)	tânitahto	- How many?
tânitahtwâw	- How many times?	tânîkohk	- How much?
tânimayikohk	- How much?	tânitowahk	- What kind?

3.4.a. EXCERCISES

A. Demonstrative pronouns and interrogative pronouns
Using the English as a guide, get the units below to agree in animacy and in number:

1. tâniwêhâ aniki iskwêwak? Where are those women?
_____

2. tâniwêhkâk anihi masinahikana? Where are those books?
_____

3. tânihi minôsak? Which cats?
_____

4. tâniki maskisina? Which shoes?
_____

5. tânima astis? Which mitt?
_____

6. tâna astotin? Which hat?
_____

7. tâniwê ana tâpiskâkan? Where is that scarf?
_____

8. tâniwâ anima miskotâkay ? Where is that coat?
_____

9. awîna aniki nêki? Who are those over there?
_____

10. kîkwây anihi nêhi? What are those over there?
_____

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B. Demonstrative pronouns and Interrogative pronouns must agree in **Number and Animacy** to the nouns they modify. Correct the **Number** or **Animacy** of the following sentences:

1. tâniwâ atimwak? _____
2. tâniwêhâ maskisin? _____
3. tâniwêhkâk iskwêw? _____
4. tâniwê masinahikana? _____
5. tâna nâpêwak? _____
6. tânima iskwâhtêma? _____
7. tâniki nâpêsis? _____
8. tânihi oyâkan? _____
9. awa sîsîpak. _____
10. ôma astotina. _____
11. ôki iskwêsis. _____
12. ôhi maskosiy. _____
13. nâha misatimwak. _____
14. nêma wâskahikana. _____
15. nêki kohkôs. _____
16. nêhi wâsênikan. _____
17. awîna aniki? _____
18. awîniki ana? _____
19. kîkwây ôhi? _____
20. kîkwâya ôma? _____

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Other Demonstrative pronouns that do not depend on animacy include:

here	-	ôta	there	-	êkota
over there	-	nêtê	there	-	anita
over there	-	êkotê	that one	-	êwako

C. GOOFICONS: Animacy and Number agreement
The animacy or number agreements of nouns and demonstrative pronouns in the following need changing:

1. atimwak ôhi. _____ These are dogs.
2. astotina anima. _____ That is a hat.
3. mîcisowinâhtik anihi. _____ Those are tables.
4. nêhi mistik. _____ Those logs over there.
5. nêki mistik. _____ Those trees over there
6. aniki maskisina. _____ Those shoes there.
7. ana minôsak. _____ Those cats there.
8. ôma miskotâkaya. _____ This coat.
9. awa tâpiskâkanak. _____ These scarves.
10. ôki masinahikana. _____ These books.
11. astis nêma. _____ That is a mitt.
12. mitâsak nâha. _____ That is a pair of pants over there.
13. papakowayâna anima _____ That is a shirt.
14. nâha masinahikanâhcikosak _____ Those pencils.
15. asikan aniki. _____ Those are socks.

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3.5. PERSONAL PRONOUNS

There are seven personal pronouns in Cree as listed below:

1. niya - I/me	1P. niyanân	- us/we (excludes the one spoken to)
2. kiya - you	21. kiyânaw	- us/we (includes the one spoken to)
3. wiya – he/she	2P. kiyawâw	- you (plural)
	3P. wiyawâw	- they

The above numerical notations refer to the "person" and the same numerical notations are used in setting up the paradigms for the emphatic pronouns as well as the various verbs we use in Cree. English has the personal pronouns "he" and "she" for the third person but we only have the "*wiya*" for these so it is not surprising to hear a Cree speaker using "she" when talking about a male in English!

3.6. EMPHATIC PRONOUNS

Emphatic pronouns follow the same numerical system as the personal pronouns. Emphatic pronouns are inclusive indicators as in "me too" or "me also", etc. Consider the following segment of dialogue:

A. nêhiyaw ôma niya. – I am a Cree….(uses the personal pronoun "*niya*")
B. nêhiyaw ôma nîsta. – I am a Cree too…(uses the emphatic pronoun "*nîsta*")

The following lists the emphatic pronouns using the same numerical notation:

1. nîsta – Me too	1P. mîstanân – Us too (excludes the one spoken to)
2. kîsta – You too	21. kîstanaw – Us too (includes the one spoken to)
3. wîsta – She/he too	2P. kîstawâw – You (plural) too
	3P. wîstawâw – They too

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As mentioned the the numerical notation identifies the "person" speaking, being spoken to or being spoken about as outlined below:

1. This refers to the speaker: known as the first person singular form "I."
2. This refers to the one being spoken to: known as the second person singular form "you."
3. This refers to the one being spoken about: known as the third person singular form "she" or "he."

1P. This refers to the speaker and others but excludes the one spoken to: known as the first person plural exclusive form "we."

21. This refers to the speaker and others including the one spoken to: known as the first person plural exclusive form "we."

2P. This refers to the ones spoken to: known as the second person plural form"you."

3P. This refers to the ones being spoken about: known as the third person plural form "they."

3.7. EXCERCISES

A. Answer the following questions:

1. nêhiyaw cî kiya. _____
   Are you a Cree?

2. nêhiyaw cî kîsta. _____
   Are you a Cree too?

3. nêhiyawak cî kiyawâw. _____
   Are you (plural) Cree?

4. nêhiyawak cî kîstawâw. _____
   Are you (plural) Cree too?

5. nêhiyaw cî wiya. _____
   Is she/he Cree?

6. nêhiyaw cî wîsta. _____
   Is she/he Cree too?

7. nêhiyawak cî wiyawâw. _____
   Are they Cree?

8. nêhiyawak cî wîstawâw. _____
   Are they Cree too?

9. kinêhiyawân cî kiya. _____
   Do you speak Cree?

10. kîsta cî kinêhiyawân. _____
    Do you speak Cree too?

11. kinêhiyawânâwâw cî kiyawâw. _____
    Do you (plural) speak Cree?

12. kîstawâw cî kinêhiyawânâwâw. _____
    Do you (plural) speak Cree too?

13. nêhiyawêw cî wiya kitôtêm. _____
    Does your friend speak Cree?

14. wîsta cî kitôtêm nêhiyawêw. _____
    Does your friend speak Cree too?

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15. nêhiyawêwak cî wiyawâw. _____
    Do they speak Cree?

16. wîstawâw cî nêhiyawêwak. _____
    Do they speak Cree too?

3.8. DIALOGUE FOUR

A: tânisi (name)	**A:** Hello (Name)
B: tânisi (name)	**B:** Hello (name)
A: anohc nitipiskên!	**A:** Today is my birthday!
B: kah, tânitahtopiponêyan êkwa.	**B:** Oh, so how old are you now?
A: nîsitanaw pêyakosâp nititahtopinonân.	**A:** I am twenty-one yeas old.
kiya mâka, tânitahtopiponêyan.	How about you, how old are you?
B: kêkâ-nîsitanaw niya nititahtopiponân.	**B:** I am nineteen years old.
A: tânispîhk kâ-tipiskaman.	**A:** When is your birthday?
B: kêkâ-nistomitanaw ê-akimiht mikisiwipîsim.	**B:** On February 29th.

VOCABULARY

anohc	– today	nitipiskên	– I have a birthday.
kah	– oh	tânitahtopiponêyan	– How old are you?
êkwa	– now	nîsitanaw pêyakosâp	– twenty-one
tânispîhk	– when	nititahtopinonân	– I am of that age.
kêkâ-nîsitanaw	– nineteen	kâ-tipiskaman	– You have a birthday.
kêkâ-nistomitanaw	– twenty-nine	ê-akimiht	– it is counted
mikisiwipîsim	– February	kititahtopiponân	– You are of that age.

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NOTES

1) The greeting "*tânisi*" can be answered in a variety of ways: it can mean "how are you" to which you can answer as "*namôya nânitaw*" meaning "I am fine"; or it can mean "hello" to which you can answer as in the above dialogue "*tânisi* - hello."
2) The phrase "*nitipiskên*" meaning "I have a birthday" is the first person indicative mood form of the transitive inanimate verb-class 1 (VTI-1) "*tipiska* – have a birthday." The same verb appears on the second last line in the above dialogue in a relative clause (subjunctive mood), second person form, as "*kâ-tipiskaman*." The last "*a*" in the verb root "*tipiska*" changes to "*ê*" for the first and second person forms of the indicative mood. This rule applies to all VTI-1 in the indicative mood and 21 of the Imperative.
3) The formula for saying the date is to say the date first, then the phrase meaning "it is counted - *ê-akimiht*" followed by the month as in the above dialogue: "*kêkâ nistomitanaw ê-akimiht mikisiwipîsim*."

DO

Do the above dialogue with a classmate and substitute the phrase for age and the phrase"*kêkâ nistomitanaw ê-akimiht mikisiwipîsim*" with your own birth-date.

3.9. REVIEW

DEMONSTRATIVE PRONOUNS

ENGLISH	Use with Animate nouns	Use with Inanimate nouns
This	awa	ôma
That	ana	anima
That over there	nâha	nêma
These	ôki	ôhi
Those	aniki	anihi
Those over there	nêki	nêhi

INTERROGATIVE PRONOUNS THAT DEPEND ON ANIMACY AND NUMBER

NUMBER	ENGLISH	ANIMATE	INANIMATE
SINGULAR	Where Which What Who	tâniwâ tâna _____ awîna	tâniwê tânima kîkwây _____
PLURAL	Where Which What Who	tâniwêhkâk tâniki _____ awîniki	tâniwêhâ tânihi kîkwâya _____ _____

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RULES FOR PLURALS

NOUN ENDINGS	ANIMATE PLURALS	INANIMATE PLURALS
_____k	Add wak	Add wa.
_____ih _____i	NONE HERE	Drop ih then add a. Drop i then add a.
_____wa	Add k	NONE HERE
_____im	Add wak	NONE HERE
ALL OTHERS	Add ak	Add a

A. GOOFICONS: Diminutives and demonstrative pronouns
Make the nouns below into diminutives and make sure the demonstrative pronouns correspond with the English meaning:

1. atimwak ana. _____ Those are puppies.
2. astotin anihi. _____ That is a small hat.
3. mîcisowinâhtik anima. _____ Those are small tables.
4. nâha mistik. _____ That little tree.
5. nêma tohtôsâpoy. _____ That small milk over there
6. nêhi mêskanaw. _____ Those small roads there.
7. awa mikisiw. _____ That eaglet over there.
8. ôhi miskotâkaya. _____ This small coat.
9. aniki maskasiyak. _____ These small finger-nails.
10. ôma ôsih. _____ These small boats.
11. nâpêw ana. _____ That is a boy over there.
12. mwâkwa nâha. _____ That is a small loon.

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RULES FOR DIMINUTIVES: change every t to c then:

NOUN ENDINGS	RULES
_____k	Add os.
_____ih _____i	Drop ih then add isis. Drop i then add isis.
_____wa	Drop wa then add osis.
_____êw	Drop w then add sis.
_____aw _____ay _____âw	Drop endings aw, ay and âw then add âs.
_____iy _____iw	Drop endings iy and iw then add îs.
_____oy	Drop ending oy then add ôs.
_____im	Add osis
ALL OTHERS	Add is.

B. GOOFICONS: Animacy and Number agreement
The Animacy or Number agreements of nouns and the verb "be" in the following need changing and some nouns need to be made into diminutives.

1. nohcimihk ayâw maskwak. _____
2. astotina astêw tahkohc mîcisowinâhtik. _____
3. ispimihk mistik ayâwak minôs. _____
4. wayawîtimihk astêw maskisina. _____
5. cîki sâkahikan ayâw môswak. _____
6. atâmipîhk ayâwak kinosêw. _____
7. sîpâ asiniy ayâw kinêpikwak. _____
8. sisonê mêskanaw ayâwak minôsis. _____
9. atâmihk miskotâkay astêw masinahikana. _____

THE VERB "BE"

ENGLISH	USE WITH ANIMATE NOUNS	USE WITH INANIMATE NOUNS
(It) is there.	ayâw	astêw
(They) are there.	ayâwak	astêwa

RULES FOR LOCATIVES

NOUN ENDINGS	RULES
_____k	Add ohk
_____ih _____i	Drop endings then add ihk
_____aw _____ay _____âw	Drop endings then add âhk
_____iy _____iw	Drop ending then add îhk
_____wa	Drop wa then add ohk
_____oy	Drop ending then add ôhk
_____im	Add ohk
ALL OTHERS	Add ihk

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C. Make plurals out of the following nouns and demonstrative pronouns:

e.g. atim awa ---__----→ atimwak ôki.

This is a dog. ----→These are dogs.

1. sikâk awa (This is a skunk). _____
2. mîcisowinâhtik ôma (This is a table). _____
3. niska awa (This is a goose). _____
4. wâwi ôma (This is an egg). _____
5. wâtih ôma (This is a cave). _____
6. pîsim awa (This is a sun). _____
7. maskwa awa (This is a bear). _____
8. sîsîp awa (This is a duck). _____
9. mohkomân ôma (This is a knife). _____
10. misit ôma (This is a foot). _____

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D. Make diminutives out of the following nouns:

1. miskîsik (an eye) _____
2. ôsih (a boat) _____
3. kâkwa (a porcupine) _____
4. iskwêw (a woman) _____
5. mihtawakay (an ear) _____
6. ispatinaw (a hill) _____
7. môniyâw (a Caucasian) _____
8. sîwâpoy (a soda pop) _____
9. atim (a dog) _____
10. maskasiy (a fingernail) _____

E. Make locatives out of the following nouns:

1. âhkosîwikamik (a hospital) _____
2. wâtih (a cave) _____
3. mêskanaw (a road) _____
4. piponasâkay (a parka) _____
5. sakâw (a bush) _____
6. nipiy (water) _____
7. tohtôsâpoy (milk) _____
8. mistikowat (box) _____
9. mistik (tree) _____
10. akocikan (shelf) _____

F. Put locative endings to the nouns following prepositions and make sure there is number agreement between the nouns and the verb "be" in the following:

1. tahkohc têhtapiwin ayâw minôsak (The cat is on top of the chair).

_____

2. sisonê mêskanaw astêwa maskisin (The shoes are along the road).

_____

3. nipiy ayâwak sîsîp (The ducks are in the water).

_____

4. ispimihk mistik ayâwak kâkwa (The porcupines are up the tree).

_____

5. pihcâyihk mistikowat astêw mohkomâna (The knives are inside the box).

_____

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G. Correct the number agreement in the following sentences using the correct demonstrative pronouns and/or the correct interrogative pronouns:

1. tâniwâ maskwak? (Where are the bears?) _____
2. tâniwêhkâk nâpêsis? (Where is the boy?) _____
3. tâniwêhâ maskisin? (Where are the shoes?) _____
4. tâniwê piponasâkaya? (Where are the parkas?) _____
5. awîna aniki? (Who are those?) _____
6. awîniki ana? (Who is that?) _____
7. kîkwâya ôma? (What is this?) _____
8. kîkwây ôhi? (What are these?) _____
9. tâna nâpêwak? (Which men?) _____
10. tâniki iskwêw? (Which woman?) _____

H. Translate the following using words from the previous exercises:

1. The dogs are in the bush. _____
2. The pop is on the table. _____
3. The skunks are along the road. _____
4. The bear is in the cave. _____
5. The parka is on top of the shoes. _____
6. Where is your book? _____
7. Where are your mitts? _____
8. Where are your shoes? _____
9. Where is your scarf? _____
10. Who are you? _____

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I. Nouns (animacy and number): make plurals out of the following nouns (the demonstratives indicate animacy) and demonstrative pronouns:

1. maskosiy ôma (This is a blade of grass).
   _____
2. maskasiy awa (This is a fingernail).
   _____
3. mistik ôma (This is a log).
   _____
4. mistik awa (This is a tree).
   _____
5. ôsih ôma (This is a boat).
   _____
6. atim awa (This is a dog).
   _____
7. môswa awa (This is a moose).
   _____
8. nîpiy ôma (This is a leaf).
   _____
9. mitâs awa (This is a pair of pants). _____
10. wâpikwaniy ôma (This is a flower). _____

J. Nouns (diminutives): make diminutives out of the following:

11. asiniy (a stone) _____
12. piponasâkay (a parka) _____
13. miskâhtik (a forehead) _____
14. maskwa (a bear) _____
15. iskwêw (a woman) _____
16. mistatim (a horse) _____
17. nêhiyaw (a Cree) _____
18. môniyâw (a Caucasion) _____
19. tohtôsâpoy (milk) _____
20. nipiy (water) _____

K. Nouns (locatives): make locatives out of the following nouns:

21. mîcisowikamik (a café) _____
22. ôsih (a boat) _____
23. ispatinaw (a hill) _____
24. miskotâkay (a coat) _____
25. sakâw (a bush) _____
26. nîpiy (a leaf) _____
27. sîwâpoy (a soda-pop) _____
28. sîpiy (a river) _____
29. nipiy (a water) _____
30. wâtih (a cave) _____

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L. Prepositions, locatives and the verb "to be": add the necessary endings to the nouns that need to change and make sure there is number agreement between the nouns and the verb "to be":

31. maskasiy ayâwak tahkohc mîcisowinâhtik (The fingernails are on top of the table).
    _____
32. mwâkwak ayâw sâkahikan (The loons are in the lake).
    _____
33. sikâk ayâwak nohcimihk sakâw (The skunk is inland in the bush).
    _____
34. maskosiya astêw tahkohc mêskanaw (The grasses are on top of the road).
    _____
35. ôsih astêwa tahkohc mistik (The boat is on top of the log.)
    _____

M. Translation: translate the following Cree to English:

36. nâha mwâkwa. _____
37. sikâk awa. _____
38. ana iskwêw. _____
39. mîcisowinâhtik anima. _____
40. nêma ôsih. _____
41. wâpikwaniy ôma. _____
42. ôki maskasiyak. _____
43. iskwêsisak aniki. _____
44. nêhi mêskanawa. _____
45. mistikwa. anihi _____

N. Make sure the interrogative pronouns agree in number to the nouns and or demonstrative pronouns:

46. tâniwâ aniki nâpêwak (Where are those men?).
    _____
47. tâniwêhkâk ana iskwêsis (Where is that girl?).
    _____
48. tâna iskwêsisak (Which girls?) _____
49. tâniki iskwêw (Which woman?) _____
50. tâniwê anihi wâpikwaniya (Where are those flowers?).
    _____
51. tâniwêhâ anima mêskanaw (Where is that road?)
    _____
52. tânihi mistik (Which log?) _____
53. tânima mîcisowinâhtikwa (Which tables?)
    _____
54. awîniki ana nâha (Who is that over there?) _____
55. kîkwâya anima nêma (What is that over there?)
    _____

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Fill in the following charts with the correct rules:

THE VERB "BE"

ENGLISH	USE WITH ANIMATE NOUNS	USE WITH INANIMATE NOUNS
(It) is there.		
(They) are there.		

RULES FOR PLURALS

NOUN ENDINGS	ANIMATE PLURALS	INANIMATE PLURALS
_____k		
_____ih _____i		
_____wa		
_____im		
ALL OTHERS		

RULES FOR DIMINUTIVES: change every ___ to ____

NOUN ENDINGS	RULES
_____k	
_____ih _____i	
_____wa	
_____êw	
_____aw _____ay _____âw	
_____iy/iw	
_____oy	
_____im	
ALL OTHERS	

RULES FOR LOCATIVES

NOUN ENDINGS	RULES
_____k	
_____ih _____i	
_____aw _____ay _____âw	
_____wa	
_____iy/iw	
_____oy	
_____im	
ALL OTHERS	

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DEMONSTRATIVE PRONOUNS

ENGLISH	Use with Animate nouns	Use with Inanimate nouns
This		
That		
That over there		
These		
Those		
Those over there		

INTERROGATIVE PRONOUNS THAT DEPEND ON ANIMACY AND NUMBER
DEMONSTRATIVE PRONOUNS

ENGLISH	Use with Animate nouns	Use with Inanimate nouns
SINGULAR	SINGULAR	SINGULAR
Where		
Which		
What		
Who		
PLURAL	PLURAL	PLURAL
Where		
Which		
What		
Who		

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Chapter Four
ANIMATE INTRANSITIVE VERBS

4. ANIMATE INTRANSITIVE VERBS

Animate Intransitive verbs (VAI) are verbs that are of a common occurrence which have Animate actors and take no objects. These verbs can be in various forms: Imperatives, Negative Imperatives, Delayed Imperatives, Indicative, and Subjunctive (Conjunct).

4.1. IMPERATIVES

Imperatives are orders to do something. Orders can be given to one person (2 in charts below), to two or more persons (2P), and to one or more persons invited by the speaker to do something (21). Negative Imperatives are orders given asking others to not do something. Delayed Imperatives are orders given to be carried out at a later time. Here are the paradigms for all three forms of Imperatives:

IMPERATIVES **- orders to do**	**NEGATIVE IMPERATIVES** **- orders to not do**	**DELAYED IMPERATIVES** **- orders to do later**
2 verb-root	**2** êkâwiya verb-root	**2.** verb-roothkan
2P verb-rootk	**2P** êkâwiya verb-rootk	**2P** verb-roothkêk
21 verb-roottân	**21** êkâwiya verb-roottân	**21** verb-roothkahk

Let's put the verb "mîciso – eat" in the above boxes to clarify how these work:

IMPERATIVES **- orders to do**	**NEGATIVE IMPERATIVES** **- orders to not do**	**DELAYED IMPERATIVES** **- orders to do later**
2 mîciso - Eat	**2** êkâwiya mîciso - Don't eat.	**2.** mîcisohkan – Eat later
2P mîcisok - Eat	**2P** êkâwiya mîcisok - Don't eat.	**2P** mîcisohkêk – Eat Later
21 mîcisotân - Let's eat	**21** êkâwiya mîcisotân - Let's not eat.	**21** mîcisohkahk – Let's eat later.

Note that the verb-root "mîciso" does not change in any of the forms above. Let's have a look at this verb-root in the following forms:

1. Present tense, Indicative: I eat. – ni**mîciso**n.
2. Past tense, Indicative: I ate. – nikî-**mîciso**n.
3. Future intentive tense, Indicative: I am going to eat. – niwî-**mîciso**n.
4. Future definite tense, Indicative: I will eat. – nika-**mîciso**n.
5. Present tense, with pre-verb "nohtê," Indicative: I want to eat. – ninohtê-**mîciso**n.
6. Past tense, with pre-verb "nohtê," Indicative: I wanted to eat. – nikî-nohtê-**mîciso**n.

More on these forms later, for now: notice how the verb-root "**mîciso**" stays in its position next to the final "n" in all the structures from 1-6.

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4.1.a. DO: Write the 2, 2P, and 21 forms of the following ver-roots in a) imperative, b) negative imperative, and, c) delayed imperative:

nipâ – sleep	waniskâ – wake/get up	kâkîsimo – pray (traditionally)
kistâpitêho – brush teeth	kâsihkwê – wash face	sîkaho – comb hair
postayawinisê – dress	kîsitêpo – cook	api – sit/be at home
mîciso – eat	minihkwê – drink	pasikô – get up/stand up
wayawî – go out	pimohtê – walk	pôsi – get on board
pimipayi – drive	kapâ – get out	atoskê – work
masinahikê – write	ayamihcikê – read	nîmihito – dance
nikamo – sing	mâto –cry	pâhpi – laugh
sêsâwî – exercise	pimipahtâ – run	kîwê – go home
pihtokwê – enter	nohtêkatê – be hungry	kisîpêkiyâkanê – wash dishes
kâsîyâkanê – dry dishes	nohtêkwasi – be sleepy	kêtayawinisê – undress
kisîpêkinastê - bath	kawisimo – lay down	matwêhkwâmi – snore

NOTE: On imperatives

2 - All the foregoing are orders said to one person taken from the 2, second person singular, form of the imperative mood.

2P - To say orders to two or more people, (the 2P, second person plural, form of the imperative mood,) we would add a "k" to the above forms.

21 - To say orders in the form of an invitation, (the 21 of the imperative) then we would add "tân" to the above forms.

The Animate Intransitive verbs (VAI) are common every day actions, or states of being, that do not transfer action from one person to another. The VAIs we've encountered thus far include the following in their verb-root form:

isiyihkâso	- be called/named	itahtopiponê	- be of a certain age
wîki	- reside/live	kiskinwahamâkosi	- go to school
ohpiki	- grow up	ohcî	- be from someplace

All the above are in the verb-root form and are normally given when giving orders to one person. Orders are known as Imperative.

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4.1.b. 2 - Second person singular

The form of imperative known as the second person singular, identified by the "2" notation in conjugation, is a command said to one person. All the above verbs are in the second person singular form with the subject of the verb being "understood" to be "you (singular)". In other words, when giving orders the "you" is rarely said but is understood to be there. The verb roots for the conjugation of all verbs comes from the second person singular form of the Imperative.

4.1.c. 2P - Second person plural

Orders given to two or more people are identified in conjugation by the "2P" notation and are known as the second person plural forms of the Imperative meaning "you all." To make second person plural forms we simply add a "*k*"to the verb root as shown below:

nipâ*k*	- sleep	waniskâ*k*	- get (wake) up
sîkaho*k*	- comb (your) hair	pasikô*k*	- stand up
kîsitêpo*k*	- cook	pimohtê*k*	- walk
kâkîsimo*k*	- pray (traditionally)	api*k*	- sit (be at home)
mîciso*k*	- eat	minihkwê*k*	- drink

The subject of the above form is "understood" as being "you (plural)."

4.1.d. 21 - The Imperative inclusive

Orders can also be given as an invitation by the speaker for one or more people to do an action together. This form of the imperative is known as the inclusive form and is identified by the "21" notation in conjugation. To make the inclusive imperative we simply add "*tân*" to the verb root as shown in the examples below:

pihtokwê*tân*	- Let's go inside	pwâtisimo*tân*	- Let's dance powwow
wayawî*tân*	- Let's go outside	sêsâwipahtâ*tân*	- Let's jog
pimipahtâ*tân*	- Let's run	itohtê*tân*	- Let's go (somewere)
sipwêhtê*tân*	- Let's leave	pimohtê*tân*	- Let's walk

The subjects, actors, of the 21 form of the Imperative are the "you" (the one spoken to) and the "I" (the one speaking) while using the "let us" to express an intention, a proposal, or instructions and, as is in this case, conveys an invitation.

To recap then, all the foregoing are Imperative, or orders, given to others to carry out an action immediately. The orders known as Negative Imperative are given to people telling them not to do something. To use negative imperative simply add "êkâwiya" in front of all the foregoing forms. Yet another form of imperative are the orders to be carried out at a later time. These orders are known as the Delayed Imperative. Delayed Imperative have suffixes that are placed after the verb root.

4.1.e. The Conjugation Charts for Imperatives

The above imperatives can be placed in the following conjugation chart with the blank showing where the verb root goes:

Imperatives	Negative Imperatives	Delayed Imperatives
2 _____	2 êkâwiya _____	2 _____hkan
2P _____k	2P êkâwiya _____k	2P _____hkêk
21 _____tân	21 êkâwiya _____tân	21 _____hkahk

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4.1.f. DELAYED IMPERATIVES

Recall that the Imperative Mood is the form verbs take for giving orders for others to do something and that the Negative Imperatives are orders for **NOT** to do something. Both these forms require the person being ordered to perform that task right away. The Delayed Imperatives on the other hand give orders that are to be carried out at a later time. Things like "come see me tomorrow" and "let's dance pow-wow on Saturday" are **delayed imperatives**. Another delayed Imperative most of you have heard is "Do your homework tonight".

While the Delayed Imperative in English is marked by words like "tomorrow", "tonight", and "on Saturday" with no change in the verb structure this is not the case in Cree. In Cree the verb structure changes to signal a Delayed Imperative as well has having the markers such as "tomorrow, etc." in the Future Conditional form.

For now concentrate on the VAI Delayed Imperative:

IMPERATIVE	**DELAYED IMPERATIVE**
2. mîciso	2. mîciso*hkan*
2P. mîcisok	2P. mîciso*hkêk*
21. mîcisotân	21. mîciso*hkahk*

In comparing the two one will notice that the Delayed Imperative is derived by simply adding certain endings to the verb root (which you will recall is taken from 2 of the Imperative Mood). Here are those endings (the blanks are where the verb root goes).

DELAYED IMPERATIVE:
2. _____hkan
2P. _____hkêk
21. _____hkahk

One can place all VAI verb roots in the above chart: they all give orders for doing something at a later time than when they were issued.

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4.2. EXERCISES:

A. Of the following put the first verb (which is the Imperative Mood) into the Delayed Imperative. The second verb (includes time of day and Days of the week) is in the Future Conditional form.

1. nitawi-pwâtisimotân nikotwâso-kîsikâki. (Let's go dance powwow on Saturday.)

_____

2. pê-itohtêk nîso-kîsikâki. (Come over on Tuesday.)

_____

3. pêci-pihtokwê ati-kimiwahki. (Come inside when/if it begins to rain.)

_____

4. ati-kîwêk pôni-sîkipêstâki. (Begin to go home when/if it stops pouring rain.)

_____

5. mîcisotân otâkosiki. (Let's eat this evening.)

_____

6. sôhki-atoskêk pôni-âpihtâkîsikâki. (Work hard this afternoon.)

_____

7. sêsâwipahtâ kîkisêpâki. (Jog in the morning.)

_____

8. ayamihcikê wâpahki. (Read tomorrow.)

_____

9. ayamihcikêk tipiskâki. (Read tonight.)

_____

10. itohtêtân iskonikanihk ayamihêwi-kîsikâki. (Let's go the reserve on Sunday.)

_____

Words from above:

nikotwâso-kîsikâki	- on Saturday
nîso-kîsikâki	- on Tuesday
ati-kimiwahki	- when/if it begins to rain
pôni-sîkipêstâki	- when/if it stops pouring rain
otâkosiki	- this evening
pôni-âpihtâkîsikâki	- this afternoon
kîkisêpâki	- in the morning
wâpahki	- tomorrow
tipiskâki	- tonight
ayamihêwi-kîsikâki	- on Sunday

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B. Translate the sentences:

1. Lets go to the store this afternoon.

_____

2. Walk (2P) along the lake this evening.

_____

3. Let's jog in the morning.

_____

4. Go to work tonight.

_____

5. Let's go eat at the restaurant this evening.

_____

6. Let's go to the lake on Tuesday.

_____

7. Work tomorrow.

_____

8. Come (2P) on Saturday.

_____

9. Let's go to school tomorrow.

_____

10. Leave early tomorrow.

_____

DELAYED IMPERATIVE usually go with **FUTURE CONDITIONALS** but can also be used in conjunction with these other temporal words:

mwêstas	-	later
pâtimâ	-	at a later time
pâcimâsîs	-	a little while from now
kotak-ispayiki	-	next week
awasi-wâpahki	-	the day after tomorrow

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C. Translate the following using the above words and the following verb-roots and pre-verbs:

masinahikê	– write (VAI)	kîwê	– go home (VAI)	kiyokê	– go visit (VAI)
mîciso	– eat (VAI)	atoskê	– work (VAI)	kakwê	– try to (PV)
nitawi	– go and (PV)	ati	– begin (PV)	pê	– come (PV)

1. nitawi-mîcisohkan mwêstas. _____

2. kîwêhkêk pâtimâ. _____

3. ati-atoskêhkahk pâcimâsîs. _____

4. pê-kiyokêhkêk kotak-ispayiki. _____

5. kakwê-masinahikêhkan awasi-wâpahki. _____

4.3. INDICATIVE MOOD

The Indicative mood is used in independent sentences. They are often statements and/or declarative statements. These forms can be in various tenses and can use pre-verbs (verb-modifiers). The standard verb structure then is as follows:

Person indicator	Tense indicator	Pre-verb	Verb-root	Ending

The person indicatore and verb endings are as follows:

1 ni tense-pre-verb-verb-root n
2 ki tense-pre-verb-verb-root n
3 tense-pre-verb-verb-root w
3' tense-pre-verb-verb-root yiwa

1P ni tense-pre-verb-verb-root nân
21 ki tense-pre-verb-verb-root naw
2P ki tense-pre-verb-verb-root nâwâw
3P tense-pre-verb-verb-root wak
3'P tense-pre-verb-verb-root yiwa

The numbers in the chart indicate the subject of the verb:

- 1 is the first person singular ("I" as subject) and has “ni” at the beginning as the person indicator and ends in n;
- 2 is the second person singular ("you" as subject) and has “ki” at the beginning as the person indicator and ends in n;
- 3 is the third person singular ("she/he/it" as subject) and has no person indicator at the beginning and ends in w;
- 3' is the third person obviative (someone's relative, friend or pet as subject) and has no person indicator at the beginning and ends in “yiwa”;
- 1P is the first person plural exclusive ("we" as subject but excludes the one spoken to) and has the “ni” as the person indicator at the beginning and ends in “nân”;
- 21 is the first person plural inclusive ("we" as subject and includes the one spoken to) and has the “ki” as the person indicator at the beginning and ends in “naw”;
- 2P is the second person plural (the plural ‘you’ as subject) and has the “ki” as the person indicator at the beginning and ends in “nâwâw”;
- 3P is the third person plural (“they” as subject) and has no person indicator at the beginning and ends in “wak”;
- 3'P is the third person obviative plural (their relative, friend, or pet as subject) and has no person indicator at the beginning and ends in “yiwa.”

The verb conjugation pattern is similer to the conjugation pattern of the personal and emphatic pronouns which we saw in the last chapter.

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PERSONAL PRONOUNS

There are seven personal pronouns in Cree as listed below:

1. niya - I/me	1P. niyanân	- us/we (excludes the one spoken to)
2. kiya - you	21. kiyânaw	- us/we (includes the one spoken to)
3. wiya – he/she	2P. kiyawâw	- you (plural)
	3P. wiyawâw	- they

The above numerical notations refer to the "person" and the same numerical notations are used in setting up the paradigms for the emphatic pronouns as well as the various verbs we use in Cree. English has the personal pronouns "he" and "she" for the third person but we only have the "wiya" for these so it is not surprising to hear a Cree speaker using "she" when talking about a male in English!

EMPHATIC PRONOUNS

Emphatic pronouns follow the same numerical system as the personal pronouns. Emphatic pronouns are inclusive indicators as in "me too" or "me also", etc. Consider the following segment of dialogue:

C. nêhiyaw ôma niya. – I am a Cree….(uses the personal pronoun "*niya*")
D. nêhiyaw ôma nîsta. – I am a Cree too…(uses the emphatic pronoun "*nîsta"*)

The following lists the emphatic pronouns using the same numerical notation:

1. nîsta – Me too	1P. nîstanân – Us too (excludes the one spoken to)
2. kîsta – You too	21. kîstanaw – Us too (includes the one spoken to)
3. wîsta – She/he too	2P. kîstawâw – You (plural) too
	3P. wîstawâw – They too

As mentioned the the numerical notation identifies the "person" speaking, being spoken to or being spoken about as outlined below:

1. This refers to the speaker: known as the first person singular form "I."
2. This refers to the one being spoken to: known as the second person singular form "you".
3. This refers to the one being spoken about: known as the third person singular form "she" or "he."

1P. This refers to the speaker and others but excludes the one spoken to: known as the first person plural exclusive form "we."

21. This refers to the speaker and others including the one spoken to: known as the first person plural exclusive form "we."

2P. This refers to the ones spoken to: known as the second person plural form"you."

3P. This refers to the ones being spoken about: known as the third person plural form "they."

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4.3.a. Examples of indicative mood using "nêhiyawê – speak Cree":

A. Present tense with verb root "*nêhiyawê* – speak Cree":

1- 1st person singular	ni*nêhiyawâ*n	I speak Cree.
2- 2nd person singular	ki*nêhiyawâ*n	You speak Cree.
3- 3rd person singular	*nêhiyawê*w	She/he speaks Cree.
3'- 3rd person obviative	*nêhiyawê*yiwa	Her/his friend speaks Cree.
1P - 1st person plural (excl)	ni*nêhiyawâ*nân	We speak Cree (exclude listener).
21 - 1st person plural (incl)	ki*nêhiyawâ*naw	We speak Cree (include listener)
2P - 2nd person plural	ki*nêhiyawâ*nâwâw	You (plural) speak Cree.
3P - 3rd person plural	*nêhiyawê*wak	They speak Cree.

B. Present tense with verb root "*nêhiyawê* – speak Cree" and pre-verb "*nohtê* – want to":

1 - 1st person singular	ni*nohtê*-nêhiyawân	I want to speak Cree.
2 - 2nd person singular	ki*nohtê*-nêhiyawân	You want to speak Cree.
3 - 3rd person singular	*nohtê*-nêhiyawêw	She/he wants to speak Cree.
3' - 3rd person obviative	*nohtê*-nêhiyawêyiwa	Her/his friend wants to speaks Cree.
1P - 1st person plural (excl)	ni*nohtê*-nêhiyawânân	We want to speak Cree (excluvise)
21 - 1st person plural (incl)	ki*nohtê*-nêhiyawânaw	We want to speak Cree (inclusive)
2P - 2nd person plural	ki*nohtê*-nêhiyawânâwâw	You (plural) want to speak Cree.
3P - 3rd person plural	*nohtê*-nêhiyawêwak	They want to speak Cree.

C. Past tense *kî* with verb root "*nêhiyawê* – speak Cree":

1st person singular	ni*kî*-nêhiyawân	I spoke Cree.
2nd person singular	ki*kî*-nêhiyawân	You spoke Cree.
3rd person singular	*kî*-nêhiyawêw	She/he spoke Cree.
3rd person obviative	*kî*-nêhiyawêyiwa	Her/his friend spoke Cree.
1st person plural (excl)	ni*kî*-nêhiyawânân	We spoke Cree (exclusive).
1st person plural (incl)	ki*kî*-nêhiyawânaw	We spoke Cree (inclusive)
2nd person plural	ki*kî*-nêhiyawânâwâw	You (plural) spoke Cree.
3rd person plural	*kî*-nêhiyawêwak	They spoke Cree.

D. Past tense *kî* with verb root "*nêhiyawê* – speak Cree" and pre-verb "*nohtê* – want to":

1st person singular	ni*kî-nohtê-nêhiyawâ*n	I wanted to speak Cree.
2nd person singular	ki*kî-nohtê-nêhiyawâ*n	You wanted to speak Cree.
3rd person singular	*kî-nohtê-nêhiyawê*w	She/he wanted to speak Cree.
3rd person obviative	*kî-nohtê-nêhiyawê*yiwa	Her friend wanted to speaks Cree.
1st person plural (excl)	ni*kî-nohtê-nêhiya*wânân	We wanted to speak Cree (exclusive).
1st person plural (incl)	ki*kî-nohtê-nêhiyawâ*naw	We wanted to speak Cree (inclusive)
2nd person plural	ki*kî-nohtê-nêhiyawâ*nâwâw	You (plural) wanted to speak Cree.
3rd person plural	*kî-nohtê-nêhiyawê*wak	They wanted to speak Cree.

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NOTE:

In the foregoing examples we can see the basic verb structure for all verbs. The person indicator (if any) always comes first followed by the tense indicator (if any) followed by the pre-verb (if any) followed by the verb-root followed by the verb ending that corresponds with the person (subject) indicator. Not all units are present at all times. However, when there is a tense indicator then that indicator connects to the person indicator followed by a hyphen; if the tense indicator is absent then the person indicator connects to the next unit without a hyphen.

Using the verb root "nêhiyawê – speak Cree" here is how the structure looks like in various forms:

Present tense: *ninêhiyawân* – I speak Cree

Person indicator	Verb-root	Ending
ni	nêhiyawê	n

Present tense with preverb: *ninohtê-nêhiyawân* – I want to speak Cree.

Person indicator	Pre-verb	Verb-root	Ending
ni	nohtê-	nêhiyawê	n

Past tense with pre-verb: *nikî-nohtê-nêhiyawân* – I wanted to speak Cree,

Person indicator	Tense indicator	Pre-verb	Verb-root	Ending
ni	kî-	-nohtê-	nêhiyawê	n

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RULES: there are two rules that come into play in the Indicative mood:

1) T-connection: if the verb root or pre-verb begins with a vowel then the person indicator is followed by a *t* to connect it to the verb root or prev-verb. This rule applies only in the present tense of the indicative.
2) If the verb root ends with an *ê* then that *ê* changes to *â* for the following persons of the indicative mood: 1, 2, 1P, 21, and 2P. Again, this applies only for the Indicative.

EXAMPLES:

1. T-connection and "*ê* to *â*" rule together:
given the pre-verb "*ati* - begin" and the verb root "*nêhiyawê* – speak Cree," how do you say?:

a) I begin to understand Cree.

_____

b) I began to understand Cree.

_____

4.3.b. ANIMATE INTRANSITIVE VERB PATTERNS

IMPERATIVE	NEGATIVE IMPERATIVE	DELAYED IMPERATIVE
2 _____	2. êkâwiya _____	2 _____hkan
2P _____k	2P êkâwiya _____k	2P _____hkêk
21 _____tân	21 êkâwiya _____tân	21 _____hkahk

INDICATIVE:

Present:

1 ni_____n	1P ni_____nân
2 ki_____n	21 ki _____naw
3 _____w	2P ki_____nâwâw
3' _____yiwa	3P _____wak
	3'P _____yiwa

Past: use "*kî-*"

1 ni*kî-*_____n	1P ni*kî-*_____nân
2 ki*kî-*_____n	21 ki*kî-*_____naw
3 *kî-*_____w	2P ki*kî-*_____nâwâw
3' *kî-*_____yiwa	3P *kî-*_____wak
	3'P *kî-*_____yiwa

Future Intent: use "*wî*" – "going to"

1 ni*wî-*_____n	1P ni*wî-*_____nân
2 ki*wî-*_____n	21 ki*wî-*_____naw
3 *wî-*_____w	2P kiwî-_____nâwâw
3' *wî-*_____yiwa	3P *wî-*_____wak
	3'P *wî-*_____yiwa

Future definite: use "*ka-*" for first and second persons and "*ta-*" for third persons – "will"

1 ni*ka-*_____n	1P ni*ka-*_____nân
2 ki*ka-*_____n	21 ki*ka-*_____naw
3 *ta-*_____w	2P ki*ka-*_____nâwâw
3' *ta-*_____yiwa	3P *ta-*_____wak
	3'P *ta-* _____yiwa

RULES FOR INDICATIVE ONLY:

1) If verb-root ends in *ê*, change the *ê* to *â* for first and second persons;
2) **In present tense only**, if verb-root or pre-verb begins with a vowel, use a *t* between the person indicator and verb-root or pre-verb.

STANDARD VERB STRUCTURE:

Person indicator	Tense indicator	Pre-verb	Verb-root	Ending

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ANIMATE INTRANSITIVE VERB PATTERNS
Take any verb and put it in the following charts:

IMPERATIVE	**NEGATIVE IMPERATIVE**	**DELAYED IMPERATIVE**
2 _____	2 _____	2 _____
2P _____	2P _____	2P _____
21 _____	21 _____	21 _____

INDICATIVE:

Present:

1 _____	1P _____
2 _____	21 _____
3 _____	2P _____
3' _____	3P _____
	3'P _____

Past:

1 _____	1P _____
2 _____	21 _____
3 _____	2P _____
3' _____	3P _____
	3'P _____

Future Intent:

1 _____	1P _____
2 _____	21 _____
3 _____	2P _____
3' _____	3P _____
	3'P _____

Future Definite:

1 _____	1P _____
2 _____	21 _____
3 _____	2P _____
3' _____	3P _____
	3'P _____

RULES:

1) ê to â: _____
2) t connection: _____

TENSES:

1) Past: _____
2) Future Intent: _____
3) Future Definite: _____ for first and second person verbs
   _____ for third person verbs

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4.3.c. DO: Use the vocabulary from the chart below to make ten sentences.

Subject	Tense	Pre-verb	Verb-roots:	Endings
INDICATIVE: ni (1,1P) ki (2, 21,2P) There's no person indicator for 3, 3', 3P, 3'P _____ **CONJUNCT: There are three forms of conjuncts in Cree but these three will share the same endings.** **ê-** Is used in all subordinate clause inflections followed by the units to the right. **kâ-** is used in adjectivial or relational clauses **ta-** is used for the infinitive clauses	**kî**- past **wî**- future intentive **ka-** "will" for: (1, 2, 1P, 21, 2P) **ta-** "will" for: (3, 3', 3P, 3'P) **kakî**- is the modal indicator for "can/ could/ should" -present tense has no tense indicator. **RULES, ONLY FOR INDICATIVE:** **1.** Use "t" as a connector if VR or PV begins with a vowel but only in the present tense for: 1, 2, 1P, 21, 2P. 2. In all tenses if VR ends in an "ê" change that to "â" for 1, 2, 1P, 21, 2P _____ **Only the past and future intentive indicators are used in Conjunct**	-kakwê- try to -nitawi- go and -nohtê- want to -nihtâ- ability to -mâci- begin -pêyako- alone -pôni- stop -ati- start -pê- come -pêci- come -sâpo- through -papâsi- hurriedly -nisihkâci- slowly -miyo- good -pêyahtaki- carefully -mâyi- bad -maci- evil -sôhki- hard -pisci- accidently	nipâ (sleep) waniskâ (get up) kâkîsimo (pray) kâsihkwê (wash face) sîkaho (comb hair) kistâpitêho (brush teeth) kisîpêkinastê (bath) kisîpêkiyâkanê (wash dishes) postayawinisê (dress) kêtayawinisê (undress) pimohtê (walk) pimipahtâ (run) kîsitêpo (cook) mîciso (eat) minihkwê (drink) pasikô (get up) ayamihcikê (read) masinahikê (write) pôsi (board) kapâ (get off) mâto (cry) pâhpi (laugh) nêhiyawê (speak Cree) âkayâsîmo (speak English) wayawî (go out) pihtokwê (go in) pimipayi (drive) atoskê (work) nîmihito (dance) nikamo (sing) sêsâwî (exercise) kîwê (go home) api (sit) nohtêkatê (be hungry) nohtēkwasi (be sleepy) kawisimo (lay down) kâsîyâkanê (dry dishes)	**INDICATIVE** n (1, 2) w (3) yiwa (3', 3'P) nân (1P) naw (21) nâwâw (2P) wak (3P) _____ **CONJUNCT** yân (1) yan (2) t (3) yit (3', 3'P) yâhk (1P) yahk (21) yêk (2P) cik (3P)

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4.4. THE VAI INDICATIVE MOOD AND SUBJUNCTIVE MOOD

The Indicative Mood is the form the verbs take when making simple statements as well as appearing in independent clauses of complex sentences. For example, a simple declarative sentence would be in the statement "I got up early this morning – *nikî-wanisikân wîpac kîkisêp*." A complex sentence would include a verb in the Indicative mood in an Independent clause and another verb in the Conjunt/Subjunctive mood in a Subordinate Clause as in the following:

(Although I got up early this morning) [I did not brush my teeth].
(Subordinate Clause) [Independent Clause]
(*âta wîpac kîkisêp ê-kî-waniskâyân*) [*namôya nikî-kistâpitêhon*].

Verbs in the Indicative mood can stand on their own to complete full sentences. They can be statements about doing an action: "*nikî-kistâpitêhon* – I brushed my teeth." Or they can be statements about not doing something: "*namôya nikî-kistâpitêhon* – I did not brush my teeth." To make a negative statement we simply include a "*namôya* – no/not" in front of the complete affirmative verb form as in the foregoing example.

All verbs in the Indicative and Conjunct forms can have nine possible agents/subjects carrying out the action identified in the conjugation pattern by the following numeric system:

No.	Subject/Agent	Indicative Mood	Conjunct/Subjunctive
1	1st person singular 'I'	ni_____n	ê-_____yân
2	2nd person singular 'you'	ki_____n	ê-_____yan
3	3rd person singular 's/he/it'	_____w	ê-_____t
3'	3rd person obviative 'Her friend'	_____yiwa	ê-_____yit
1P	1st person plural 'we' (excl.)	ni_____nân	ê-_____yâhk
21	1st person plural 'we' (incl.)	ki_____naw	ê-_____yahk
2P	2nd person plural 'you'	ki_____nâwâw	ê-_____yêk
3P	3rd person plural 'they'	_____wak	ê-_____cik
3'P	3rd person obviative plural 'Their friend'	_____yiwa	ê-_____yit

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All tense indicators, pre-verbs, and verb roots can be placed in the blank spaces in the above paradigms. The standard verb structure for any verb follows the following pattern:

Person indicators "ni" and 'ki" OR "ê" or "kâ"	Tense Indicators: kî-, wî-, ka-(ta-)	Pre-verbs	Verb-roots	Verb endings

Verbs can be in the following tenses:

The present (tense indicator: none):	niwaniskân	- I get up.
The past (tense indicator: *kî-*):	ni**kî**-waniskân	- I got up.
The future intentive (tense indicator: *wî*):	ni**wî**-waniskân	- I am going to get up.
The future definite (tense indicator: *ka-*):	ni**ka**-waniskân	- I will get up.

The future definite tense for 1st and 2nd person forms is "*ka-*" and "*ta-*" for third person forms. These future definite tenses are never used in the conjunct/subjunctive forms of verbs.

Another way of understanding the paradigm of verbs is to see the nature of the utterance as in who speaks, who is spoken to, and who is spoken about:

1st person subject: the speaker	**2nd person subject: the one/ones spoken to**	**3rd person subject: the one/ones talked about**
1 - "ni_____n" The speaker talking about himself/herself: "I".	2 - "ki_____n" The addressee, i.e. the one spoken to: "you".	3 - "_____w" The topic, i.e. the one spoken about: "she/he/it".
1P - "ni_____nân'' The speaker talking about self and others but excludes the one spoken to: "We (excl.)".	2P - "ki_____nâwâw" Two or more persons spoken to: "You (plural)".	3P - "_____wak" Two or more persons spoken about: "they".
21 - "ki_____naw" The speaker talking about self and others and includes the one spoken to: "We (incl.)"		3' - "_____yiwa" The friend, relative or pet of a 3rd person: "His/her _____"
		3'P - "_____yiwa" The friends, relatives or pets of 3rd persons: "Their _____"

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4.4.a. INDICATIVE THIRD PERSON SUBJECT

Third person singular (3): Statements with a third person singular subject (he or she), have a "*w*" at the end of verb roots:

Examples:

verb root:	isiyihkâso	- be named/called	itahtopiponê	- be of that age
3rd person:	isiyihkâso*w*	- She/he is named	itahtopiponê*w*	- She/he is of that age
verb root:	wîki	- live/reside	kiskinwahamâkosi	- be in school/class
3rd person:	wîki*w*	- She/he resides/lives	kiskinwahamâkosi*w*	- She/he is in school/class
verb root:	ohpiki	- grow	ohcî	- be from
3rd person:	ohpiki*w*	- She/he grows up	ohcî*w*	- She/he is from

Complete the following with singular third person subject (3) in the present tense then translate:

nipâ	- sleep	waniskâ	- wake up
kâsihkwê	- wash (your) face	kistâpitêho	- brush (your) teeth
sîkaho	- comb (your) hair	pasikô	- stand up
kîsitêpo	- cook	pimohtê	- walk
kâkîsimo	- pray (traditionally)	api	- sit (be at home)
mîciso	- eat	minihkwê	- drink

Third person plural (3P): To make the verb with a plural third person subject (they), add the "*wak*" to the verb-roots:

Examples:

Verb root:	isiyihkâso	- be named/called	itahtopiponê	- be of that age
3P	isiyihkâso*wak*	- They are named	itahtopiponê*wak*	– They are of that age
verb root:	wîki	- live/reside	kiskinwahamâkosi	- be in school/class
3P	wîki*wak*	- They reside/live	kiskinwahamâkosi*wak*	– They are in school
verb root:	ohpiki	- grow	ohcî	- be from
3P	ohpiki*wak*	- They grow up	ohcî*wak*	– They are from

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Complete the following with plural third person subject (3P) in the present tense then translate:

nipâ	- sleep	waniskâ	- wake up
kâsihkwê	- wash (your) face	kistâpitêho	- brush (your) teeth
sîkaho	- comb (your) hair	pasikô	- stand up
kîsitêpo	- cook	pimohtê	- walk
kâkîsimo	- pray (traditionally)	api	- sit (be at home)
mîciso	- eat	minihkwê	- drink

To make a past tense with a singular third person subject, add the "*kî*" in front of the verb:
Examples:

Present:	isiyihkâsow - She/he is named	itahtopiponêw - She/he is of that age
Past:	*kî*-isiyihkâsow- She/he was named	*kî*-itahtopiponêw - She/he is of that age
Present:	wîkiw – she/he lives	kiskinwahamâkosiw – She/he is in school/class
Past:	*kî*-wîkiw - She/he lived	*kî*-kiskinwahamâkosiw - She/he was in school
Present:	ohpikiw – She/he grows	ohcîw – She/he is from
Past:	*kî*-ohpikiw - She/he grew up	*kî*-ohcîw - She/he was from (place)

Complete the following with plural third person subject (3P) in the past tense then translate:

nipâ	- sleep	waniskâ	- wake up
kâsihkwê	- wash (your) face	kistâpitêho	- brush (your) teeth
sîkaho	- comb (your) hair	pasikô	- stand up
kîsitêpo	- cook	pimohtê	- walk
kâkîsimo	- pray (traditionally)	api	- sit (be at home)
mîciso	- eat	minihkwê	- drink

4.4.b. INDICATIVE THIRD PERSON OBVIATIVE SUBJECT

The third person obviative form (3')of verb is unique to the Algonquian family of languages. The ending for both the singular form and the plural form is the addition of "*yiwa*" to the verb root. There is no easy way of determining if the subject is plural or singular unless the actor/agent is identified in the utterance as "her/his friend – *otôtêma*" for 3' and "their friend – *otôtêmiwâwa*" for 3'P.

Examples:

isiyihkâso*yiwa*	- His/her friend is named
itahtopiponê*yiwa*	- Her/his friend is of that age
wîki*yiwa*	- Her/his friend resides/lives
kiskinwahamâkosi*yiwa*	- His/her friend goes to school
nihtâwîki*yiwa*	- His/her friend is born

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Complete the following with 3' - third person singular obviative subject in the present tense then translate:

nipâ	- sleep	waniskâ	- wake up
kâsihkwê	- wash (your) face	kistâpitêho	- brush (your) teeth
sîkaho	- comb (your) hair	kisîpêkinastê	- bath/shower
kâskipâso	- shave	tômihkwê	- put on make-up

Complete the following with 3'P - third person plural obviative subject in the past tense then translate:

pasikô	- stand up	pihkatêwâpohkê	- make coffee
kîsitêpo	- cook	pimohtê	- walk
kâkîsimo	- pray (traditionally)	api	- sit (be at home)
mîciso	- eat	minihkwê	- drink
kisîpêkiyâkanê	-wash dishes	kâsîyâkanê	- dry dishes

4.4.c. INDICATIVE FIRST PERSON SUBJECT

Singular:

The first person subject is identified in the conjugation charts by the number "1" notation. The first person subject of any verb is the speaker and when a person talks about herself or himself the pronoun "I" is used. This "I" in Cree is included as part of the verb structure signaled by the "*ni*" at the beginning and the "*n*" at the end of the verb structure: *ni*_____*n*.

To make a statement with a first person subject (I) with the above we must keep in mind two items that will affect the inflection. For all the verb-roots that end in an "*ê*" we must change that "*ê*" to "*â*". If the verb root, or pre-verb, begins with a vowel we must insert a connecting "*t*" between the person indicator "*ni*" and the verb-root or pre-verb. This "t-connection" rule only applies in the present tense. When we go into the various tenses that "*t*" will no longer be needed. However, the "*ê*" will change for all tenses. With these rules in mind, then, we can make statements using the first person subject with the above verb-roots by having the person indicator, followed by a "*t*" in the present tense or "*kî*" and hyphen in the past tense, followed by the verb-root and the "*n*"as an ending.

Examples

Present tense:

The *t* connection is used in some of the following verbs where need and so is the *ê* to *â* in "*itahtopiponê* – be of a certain age:"

Verb root:	isiyihkâso – be named	itahtopiponê	– be of a certain age
Present tense:	ni*t*isiyihkâson - I am named.	ni*t*itahtopipon*â*n	– I am of that age.

Verb root:	wîki – live/reside	kiskinwahamâkosi – be in school/class
Present tense:	niwîkin - I reside/live.	nikiskinwahamâkosin – I am in school/class.

Verb root:	ohpiki – grow	ohcî – be from
Present tense:	ni*t*ohpikin - I grow up.	ni*t*ohcîn – I am from (someplace).

Past tense:

Note the t is no longer used in these examples using the verbs from above but the *ê* to *â* still applies for "be a certain age":

nikî-isiyihkâson	- I was named.	nikî-itahtopipon*â*n	– I was of that age.
nikî-wîkin	- I resided/lived.	nikî-kiskinwahamâkosin	– I was in school/class.
nikî-ohpikin	- I grew up.	nikî-ohcîn	– I was from (someplace).

Complete the following with singular first person subject (1) in the past tense then translate:

nipâ	- sleep	waniskâ	- wake up
kâsihkwê	- wash (your) face	kistâpitêho	- brush (your) teeth
sîkaho	- comb (your) hair	pasikô	- stand up
kîsitêpo	- cook	pimohtê	- walk
kâkîsimo	- pray (traditionally)	api	- sit (be at home)
mîciso	- eat	minihkwê	- drink

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1st Person Plurals:
There are two first person plural subject forms in Cree. The first, identified by the number/letter notation "1P" for "we" excludes the person or persons spoken to. The second, identified by the number notation "21" for "we" includes the person or persons spoken to.

Examples:
"1P - we (exclusive)" excludes the one spoken to:

niwîki**nân**	- We reside/live	**ni**kiskinwahamâkosi**nân**	– We are in school/class.
nitohpiki**nân**	- We grow up	**ni**tohcî**nân**	– We are from (someplace).

In full sentence the above can be arranged in this manner.

1) *Regina* niwîkinân. – We live in Regina.
2) *Regina* nikiskinwahamâkosinân. – We are in school in Regina.
3) *Regina* nikî-ohpikinân. – We grew up in Regina.
4) *Regina* nitohcînân. – We are from Regina.

"21 - we (inclusive)" includes the one spoken to:

kiwîki**naw**	- We reside/live.	**ki**kiskinwahamâkosi**naw**	– We are in school/class.
kitohpiki**naw**	- We grow up.	**ki**tohcî**naw**	– We are from (someplace).

Complete the following with the first person plural exclusive subject (1P) in the future intentive (*wî*) tense then translate:

nipâ	- sleep	waniskâ	- wake up
kâsihkwê	- wash (your) face	kistâpitêho	- brush (your) teeth
sîkaho	- comb (your) hair	pasikô	- stand up

Complete the following with the first person plural inclusive (21) subject in the future definite (*ka*) tense then translate:

kîsitêpo	- cook	pimohtê	- walk
kâkîsimo	- pray (traditionally)	api	- sit (be at home)

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4.4.d. INDICATIVE SECOND PERSON SUBJECT

What goes for the first person subject inflections also applies for the second person except, of course, instead of "*ni*" we would use a "*ki*" as the subject indicator and the second person singular ends in "*n*" while the second person plural ends in "*nâwâw*."
Examples:
2 - Second person singular subject:

*ki*tisiyihkâso*n*	- You are named	*ki*titahtopiponâ*n*	– You are of that age
*ki*wîki*n*	- You reside/live	*ki*kiskinwahamâkosi*n*	– You go to school

2P - Second person plural subject:

*ki*wîki*nâwâw*	- You reside/live	*ki*kiskinwahamâkosi*nâwâw*	– You go to school
*ki*tohpikinâ*wâw*	- You grow up	*ki*tohcî*nâwâw*	– You are from (someplace)

Answer the following questions (verb roots are underlined):

1. tânisi kitisiyihkâson? _____
2. tânitahtopiponêyan? _____
3. tânitê kiwîkin mêkwâc? _____
4. tânitê kikî-pê-kiskinwahamâkosin? _____
5. tânitê kayahtê kitohcîn? _____
6. tânitê kikî-nihtâwîkin? _____
7. tânitê kikî-pê-ohpikin? _____

WORDS FOR ABOVE

tânisi	- how	isiyihkâso – be named	itahtopiponê – be of an age
tânitahto	- how many	tânitê - where	wîki – live/reside
mêkwâc	- now	pê - come	ohpiki – grow
ohci	- be from	nihtâwîki – be born	kiskinwahamâkosi – be in school/class
kayahtê	- originally	tânitahtopiponêyan	- How old are you?

Complete the following with second person singular (2) subject in the past tense (*kî*)then translate:

nipâ	- sleep	waniskâ	- wake up
kâsihkwê	- wash (your) face	kistâpitêho	- brush (your) teeth
sîkaho	- comb (your) hair	kisîpêkinastê	- bath/shower
kâskipâso	- shave	tômihkwê	- put on make-up

Complete the following with second person plural (2P) subject in the future intentive (*wî*) tense then translate:

pasikô	- stand up	pihkatêwâpohkê	- make coffee
kîsitêpo	- cook	pimohtê	- walk
kâkîsimo	- pray (traditionally)	api	- sit (be at home)
mîciso	- eat	minihkwê	- drink
kisîpêkiyâkanê	- wash dishes	kâsîyâkanê	- dry dishes

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4.4.e. GOOFICONS

Gooficons are deliberate errors designed to test grammar knowledge. Find and correct the gooficons in the following sentences using the English translations as cues:

1. wîpac kîkisêp ni**wî**-waniskân. I **got** up early this morning.

   _____

2. kîkisêpâki cî ki**kî**-pê-kiyokân. Are you **going to** come visit in the morning?

   _____

3. tipiskâyiki **wî**-pê-kiyokêw. She **will** come visit tonight.

   _____

4. otâkosîhk ni**ka**-itohtânân sâkahikanihk. We **went** to the lake yesterday.

   _____

5. anohc ki**kî**-nitawi-mîcisonaw KFCnâhk. Today we **will** go eat at KFC.

   _____

6. otâkosiki cî ki**ka**-nitawi-mîcisonâwâw mîcisowikamikohk. Are you (plural) **going to** go and eat at the café this evening (late afternoon)?

   _____

7. atâwêwikamikohk **ta**-itohtêwak nitôtêmak tipiskohk. My friends **went** to the store last night.

   _____

8. otôtêma **kî**-ati-nihtâ-nêhiyawêyiwa. Her/his friend is **going to** start speaking Cree well.

   _____

9. otôtêmiwâwa **wî**-nitawi-atoskêyiwa manahisôniyâwânihk otahk-ispayiw. Their friend **went** to work at the mine last week.

   _____

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Know how to answer the following questions:

	QUESTIONS	ANSWERS
1.	tânisi kitisiyihkâson?	Your name nitisiyihkâson.
2.	tânitê ohci kiya kayahtê?	Place ohci niya kayahtê.
3.	tânitê kikî-nihtâwîkin?	Place nikî-nihtâwîkin.
4.	tânitê mêkwâc kiwîkin?	Place mêkwâc niwîkin.
5.	tânitahtopiponêyan?	Your age nititahtopiponân.
6.	tânispîhk kâ-tipiskaman?	Date ê-akimiht month nitipiskên.
7.	tânitahto kîsikâw mêkwâc?	Day of the week mêkwâc.
8.	kêko pîsim awa akimâw?	Month awa akimâw.
9.	tânîkohk awa pîsim ê-akimiht?	Date awa pîsim akimâw.
10.	okiskinwahamâkan cî kiya?	âha, okiskinwahamâkan niya.

4.5. EXERCISES

4.5.a. Translate the following story given the following list of words:

WORD LIST:

tipiskohk	- last night	itohtê	- go	nîmihito	- dance
kîkisêpâw	- it is morning	-misi-	- lots	minihkwê	- drink
kisîpêkinastê	- bath/shower	kîwê	- go home	asawâpi	- look about
waniskâ	- get up	tapasî	- flee	papâsi-	- hurriedly
namôya	- no/negator	matwê-	- hear of something happening in the distance		
kihtwâm	- again	namôya kihtwâm – not again		kapê-tipisk	- all night
minihkwêwikamik	- bar	ohci	- from	êkota- there	
nipêhtawâw	- I hear (someone)	awiyak – someone		awîna êtikwê	- I wonder who?
nititêyihtên	- I think	wahwâ! – Holy Moly (or any such exclamation)			
sêmâk	- right away	piyâhtaki-	- carefully	êsa	- evidently

GIVEN THE ABOVE WORDS, TRANSLATE THE STORY BELOW:

tipiskohk nikî-itohtân minihkwêwikamikohk. nikî-nîmihiton. nikî-misi-minihkwân kapê-tipisk.

_____

ê-kîkisêpâk nipiyâhtaki-waniskân. nipêhtawâw awiyak ê-matwê-kisîpêkinastêt.

_____

“awîna êtikwê awa kâ-matwê-kisîpêkinastêt,” nititêyihtên. nitasawâpin. wahwâ!

_____

namôya êsa nikî-kîwân tipiskohk. sêmâk êkota ohci nipapâsi-tapasîn.

_____

“namôya kihtwâm nika-misi-minihkwân,” nititêyihtên.

_____

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4.5.b. CONJUGATION OF ANIMATE INTRANSITIVE VERBS

IMPERATIVE
If "*kîsitêpow* = s/he cooks" how would you say these commands:

2 _____

2P _____

21 _____

NEGATIVE IMPERATIVE
If "*mâtow* = s/he cries" how would you say these commands:

2 _____

2P _____

21 _____

INDICATIVE MOOD

Indicative: Singular subject
If "*atoskê* = work" how do we put the following in the past tense with PV "*nihtâ* - ability to do:"

1 _____

2 _____

3 _____

3' _____

Indicative: Plural subject:
If "*masinahikê* = write" how do we do these in the future definite with PV "*kakwê* - try to:"

1P _____

21 _____

2P _____

3P _____

3'P _____

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PROVIDE THE FOLLOWING TENSE INDICATORS:

Past tense indicator: _____ (already happened)
Future IntenTive tense indicator: _____ (is going to happen)
Future definite tense indicators: _____ (will definitely happen)
_____

WRITE OUT THE FOLLOWING RULES:

1) T-Connection:

2) ê to â:

The verb-structure for all verbs follows the following pattern:

4.5.c. TRANSLATE

Translate the following then finding the verb root make sentences using the first person singular form. Put the first 12 pictures into the past tense, the next set of 12 into the future intenTive and the last set into the future definite.

nipâw awa.

waniskâw awa.

kâkîsimow awa.

kistâpitêhow awa.

sîkahow awa.

kâsihkwêw awa.

postayawinisêw awa.

kîsitêpow awa.

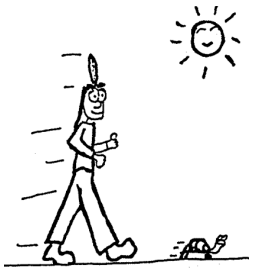
apiw awa.

mîcisow awa.

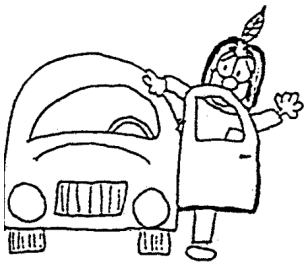
minihkwêw awa.

pasikôw awa.

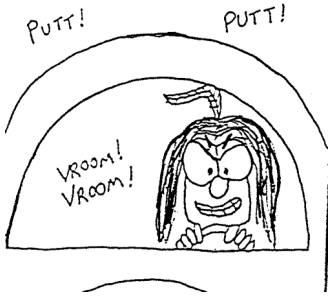
wayawîw awa.



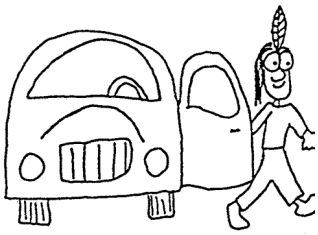
pimohtêw awa.



pôsiw awa sêhkêpayîsihk.

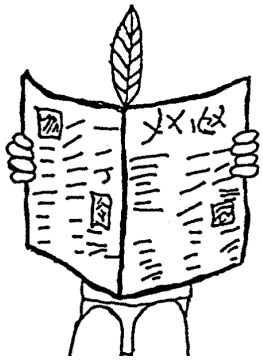


pimipayiw awa.



kapâw sêhkêpayîsihk.

atoskêw awa.



ayamihcikêw awa.

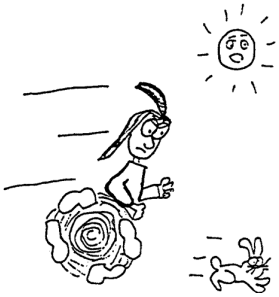
masinahikêw awa.

nikamow awa.

nîmihitow awa.

pâhpiw awa.

mâtow awa.


pimipahtâw awa.

sêsâwîw awa.

kîwêw awa.

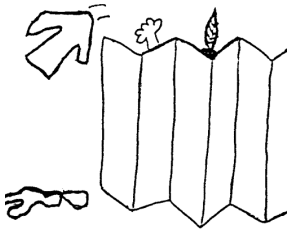
pihtokwêw awa.

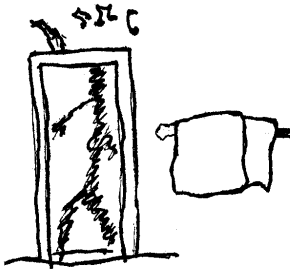
nohtêkatêw awa.

kisîpêkiyâkanêw awa.

kâsîyâkanêw awa.

nohtêkwasiw awa.


kêtayawinisêw awa.


kisîpêkinastêw awa.

kawisimow awa.

matwêhkwâmiw awa.

4.5.d. EXERCISES WITH ANIMATE INTRANSITIVE VERBS: CONJUGATE AND TRANSLATE THE FOLLOWING FORMS;

Complete the following conjugations. In some cases you will need to isolate the verb root before proceeding with the exercises as in the imperative below:

A. IMPERATIVE

If "*nêhiyawêw* = s/he speaks Cree"
How would you say these commands:

2 _____
_____

2P _____
_____

21 _____
_____

B. NEGATIVE IMPERATIVE

If "*âkayâsîmow* = s/he speaks English" how would you say these commands:

2 _____
_____

2P _____
_____

21 _____
_____

C. INDICATIVE MOOD

Indicative: Singular subject

If "*nikamo* - sing " how
do we put the following in the past
tense with PV "*nihtâ* - ability to do:"

1 _____
_____

2 _____
_____

3 _____
_____

3' _____
_____

Indicative: Plural subject:

If "*nîmihito* = dance" how
do we do these in the future
definite with PV "*kakwê* - try to:"

1P _____
_____

21 _____
_____

2P _____
_____

3P _____
_____

3'P _____
_____

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D. IMPERATIVE
If "*waniskâw* = s/he awakes" how would you say these commands:

2 _____
_____

2P _____
_____

21 _____
_____

E. DELAYED IMPERATIVE
If "*nipâwak* = They sleep" how would you say these commands:

2 _____
_____

2P _____
_____

21 _____
_____

F. SUBJUNCTIVE MOOD

Subjunctive: Singular subject
If "*kîsitêpowak* = They cook" how do the following forms go in the past tense with PV "*nohtê* – want to:"

1 _____
_____

2 _____
_____

3 _____
_____

3' _____
_____

Subjunctive: Plural subject:
If "*mîcisow* = She/he eats" how do we do these in the future intentive with PV "*kakwê* - try to:"

1P _____
_____

21 _____
_____

2P _____
_____

3P _____
_____

3'P _____
_____

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G. PROVIDE THE FOLLOWING TENSE INDICATORS:

Past tense indicator: ____ (already happened)

Future Intentive tense indicator: ____ (is going to happen)

Future definite tense indicator: ____ (will definitely happen- 1st and 2nd persons)
____ (will definitely happen – 3rd persons)

4.5.e. READ THEN ANSWER THE FOLLOWING:

1.

Wally isiyihkâsow awa wâpakosîs.
kiya mâka, tânisi kitisiyihkâson?

_____

2.

kapêtipisk kî-nipâw Shaking-Spear.
kiya mâka, kapê-tipisk cî kikî-nipân?

_____

3.

wîpac kîkisêp kî-waniskâw.
kiya mâka, wîpac cî kikî-waniskân?

_____

4.

kî-kistâpitêhow Shaking-Spear.
kiya mâka, kikî-kistâpitêhon cî?

_____

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5.

kî-papâsi-sîkahow.
kiya mâka, kikî-sîkahon cî?

_____

6.

kî-kâsihkwêw Shaking-Spear.
kiya mâka, kikî-kâsihkwân cî?

_____

7.

kapê-kîsik kiskinwahamâkosiwak.
kiya mâka, kapê-kîsik cî
kikî-kiskinwahamâkosin?

_____

8.

kî-minihkwêw sîwâpoy.
kiya mâka, sîwâpoy cî
kikî-minihkwân?

_____

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4.5.f. ACTIVITIES DURING THE DAY;
Answer the questions:

waniskâw awa.
He wakes up.
nipâw cî awa?
Is he asleep?

_____

kiya mâka,
kinipân cî?
How about you,
are you sleeping?

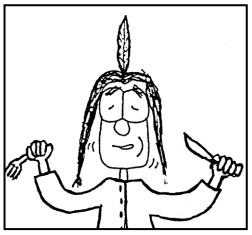
_____
_____

kîsitêpow awa.
He cooks.
kîsitêpow cî awa?
Is he cooking?

_____

kiya mâka,
kikîsitêpon cî?
How about you,
are you cooking?

_____
_____

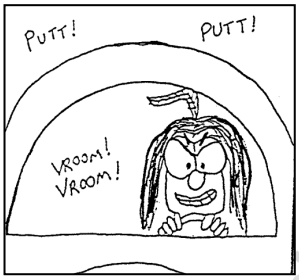


mîcisow awa.
He eats.
minihkwêw cî awa?
Is he drinking?

_____

kiya mâka,
kiminihkwân cî?
How about you,
are you drinking?

_____
_____



pimipayiw awa.
He is driving.
pimipayiw cî awa?
Is he driving?

_____
_____

kiya mâka,
kipimipayin cî?
How about you,
are you driving?

_____
_____

kiskinwahamâkosiwak ôki .
They are in class.
kiskinwahamâkosiwak
cî ôki?
Are they in class?

_____
_____

kiya mâka,
kikiskinwahamâkosin cî?
How about you,
are you in class?

_____
_____

masinahikêw awa.
He is writing.
masinahikêw cî awa?
Is he writing?

_____
_____

kiya mâka,
kimasinahikân cî?
How about you,
Are you writing?

_____
_____

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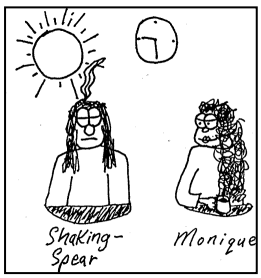
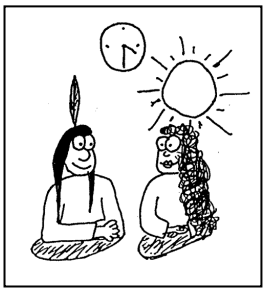


minihkwêwak – They drink
pihkatêwâpoy. – coffee.
minihkwêwak cî – Do they
pihkatêwâpoy. drink coffe?

_____
_____

kiya mâka,
kiminihkwân cî
pihkatêwâpoy?
Do you drink coffee?

_____
_____



aywêpiwak ôki.
They rest.
aywêpiwak cî ôki?
Are they resting?

_____
_____

kiya mâka,
kitaywêpin cî?
How about you,
Do you rest?

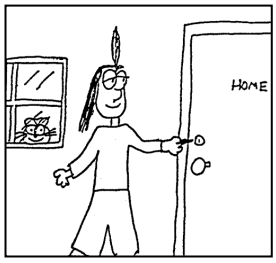
_____
_____

nohtêkwasiwak ôki.
They are sleepy.
nohtêkwasiwak cî ôki?
Are they sleepy?

_____
_____

kiya mâka,
kinohtêkwasin cî?
How about you,
are you sleepy?

_____
_____



ati-kîwêw awa.
He starts to go home.
ati-kîwêw cî awa?
Does he start for home?

_____

_____

kiya mâka,
kitati-kîwân cî?
How about you,
are you starting for home?

_____

_____

nohtêkwasiw awa.
He is sleepy.
nohtêkwasiw cî awa?
Is he sleepy?

_____

_____

kiya mâka,
kinohtêkwasin cî?
How about you,
are you sleepy?

_____

_____

ati-nipâw awa.
He starts to sleep.
ati-nipâw cî awa?
Does he start to sleep?

_____

_____

kiya mâka,
kitati-nipân cî?
How about you,
are you starting to sleep?

_____

_____

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4.5.g. NOTES: times of day and daily activities: translate the following:

Time of Day/Activity	1st and 2nd person forms	3rd and 3' forms Note the difference in the time of day form.
This past morning: kîkisêp **Get up** – waniskâ	**A)** kîkisêp nikî-waniskân. **B)** kîkisêp kikî-waniskân.	**C)** kîkisêp kî-waniskâw. **D)** kîkisêp **o**tôtêm**a** kî-waniskâ**yiwa.**
Last night – tipiskohk **Sleep** - nipâ	**A)** tipiskohk nikî-nipân. **B)** tipiskohk kikî-nipân.	**C)** tipiskohk kî-nipâw. **D)** tipiskohk **o**tôtêm**a** kî-nipâ**yiwa.**
Drive - pimipayi	**A)** kîkisêp nikî-pimipayin. **B)** kîkisêp kikî-pimipayin.	**C)** kîkisêp kî-pimipayiw. **D)** kîkisêp **o**tôtêm**a** kî-pimipa**yiwa.**
Noon: âpihtâ-kîsikâw **Eat -** mîciso	**A)** kâ-âpihtâ-kîsikâk nikî-mîcison. **B)** kâ-âpihtâ-kîsikâk kikî-mîcison.	**C)** kâ-âpihtâ-kîsikâ**yik** kî-mîcisow. **D)** kâ-âpihtâ-kîsikâ**yik** **o**tôtêm**a** kî-mîciso**yiwa.**
Afternoon – pôni-âpihtâ-kîsikâw **Drink** – minihkwê	**A)** kâ-pôni-âpihtâ-kîsikâk nikî-minihkwân. **B)** kâ-pôni-âpihtâ-kîsikâk kikî-minihkwân.	**C)** kâ-pôni-âpihtâ-kîsikâ**yik** kî-minihkwêw. **D)** kâ-pôni-âpihtâ-kîsikâ**yik** **o**tôtêm**a** kî-minihkwê**yiwa.**
Evening – otâkosin **Cook** - kîsitêpo	**A)** kâ-otâkosik nikî-papâsi-kîsitêpon. **B)** kâ-otâkosik kikî-papâsi-kîsitêpon.	**C)** kâ-otâkosi**niyik** kî-papâsi-kîsitêpow. **D)** kâ-otâkosi**niyik o**tôtêm**a** kî-papâsi-kîsitêpo**yiwa.**
Day - kîsikâw **Be in class/school** – kiskinwahamâkosi	**A)** kâ-kîsikâk nikî-kiskinwahamâkosin. **B)** kâ-kîsikâk kikî-kiskinwahamâkosin.	**C)** kâ-kîsikâ**yik** kî-kiskinwahamâkosiw. **D)** kâ-kîsikâ**yik o**tôtêm**a** kî-kiskinwahamâkosi**yiwa.**
Night – tipiskâw **Write -** masinahikê	**A)** kâ-tipiskâk nikî-masinahikân. **B)** kâ-tipiskâk kikî-masinahikân.	**C)** kâ-tipiskâ**yik** kî-masinahikêw. **D)** kâ-tipiskâ**yik** **o**tôtêm**a** kî-masinahikê**yiwa.**
Last night – tipiskohk **Rest** – aywêpi	**A)** tipiskohk nikî-aywêpin. **B)** tipiskohk kikî-aywêpin.	**C)** tipiskohk kî-aywêpiw. **D)** tipiskohk **o**tôtêm**a** kî-aywêpi**yiwa.**
Tonight – tipiskâki **Be sleepy** - nohtêkwasi	**A)** tipiskâki niwî-nohtêkwasin. **B)** tipiskâki kiwî-nohtêkwasin.	**C)** tipiskâ**yiki** wî-nohtêkwasiw. **D)** tipiskâ**yiki o**tôtêm**a** wî-nohtêkwasi**yiwa.**

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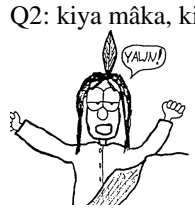
4.5.h. Teamwork: Read the text below the picture then aswer the questions:

1: ati-nohtêkwasiw.
Q1: nohtêkwasiw cî awa?
Q2: kiya mâka, kinohtêwasin cî?

2: pêyako-kawisimow.
Q1: kâkîsimow cî awa?
Q2: kiya mâka, kikawisimon cî?

3: mâci-matwêhkwâmiw
Q1: matwêhkwâmiw cî awa?
Q2: kiya mâka, kimatwêhkwâmin cî?



4: nisihkâci-waniskâw.
Q2: kawisimow cî awa?
Q2: kiya mâka, kikawisimon cî?

5: ati-kistâpitêhow.
Q1: kistâpitêhow cî awa?
Q2: kiya mâka, kikistâpitêhon cî?

6: pêyahtaki-sîkahow.
Q1: sîkahow cî awa?
Q2: kiya mâka, kisîkahon cî?

7: pêyahtaki-kâsihkwêw
Q1: kâsihkwêw cî awa?
Q2: kiya mâka, kikâsihkwân cî?

8: mâci-nohtêkatêw.
Q1: nohtêkwasiw cî awa?
Q2: kiya mâka, kinohtêkatân cî?

9: papâsi-kîsitêpow
Q1: kîsitêpow cî awa?
Q2: kiya mâka, kikîsitêpon cî?

10: ati-mîcisow
Q1: mîcisow cî awa?
Q2: kiya mâka, kimîcison cî?

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4.6. DO THE FOLLOWING IN PAIRS:

Q. tânisi awa kâ-itahkamikisit?
What is he doing?
A. nipâw ana.

If no answer to the question ask:

Q. tânisi awa kâ-itahkamikisit?
What is he doing?
A. waniskâw ana.

If no answer to the question ask:

NOTE: All the answers in these sections are possible.

Q. waniskâw cî awa?
A. i) namôya, nipâw ana.
ii) namôya, namôya waniskâw.
iii) namôya, namôya waniskâw, nipâw ana.

Q. nipâw cî awa?
A. i) namôya, waniskâw ana.
ii) namôya, namôya nipâw.
iii) namôya, namôya nipâw, waniskâw ana.

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Q. tânisi awa kâ-itahkamikisit?
A. kâkîsimow ana.

If no answer to the question ask:

Q. kâkîsimow cî awa?
A. i) âha, kâkîsimow ana.

Q. tânisi awa kâ-itahkamikisit?
A. kistâpitêhow ana.

If no answer to the question ask:

Q. kistâpitêhow cî awa?
A. i) âha, kistâpitêhow ana.

Q. tânisi awa kâ-itahkamikisit?
A. kâsihkwêw ana.

If no answer to the question ask:

Q. sîkahow cî awa?
A. i) namôya, kâsihkwêw ana.
ii) namôya, namôya sîkahow.
iii) namôya, namôya sîkahow, kâsihkwêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. sîkahow ana.

If no answer to the question ask:

Q. kâsihkwêw cî awa?
A. i) namôya, sîkahow ana.
ii) namôya, namôya kâsihkwêw.
iii) namôya, namôya kâsihkwêw, sîkahow ana.

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Q. tânisi awa kâ-itahkamikisit?
A. postayawinisêw ana.

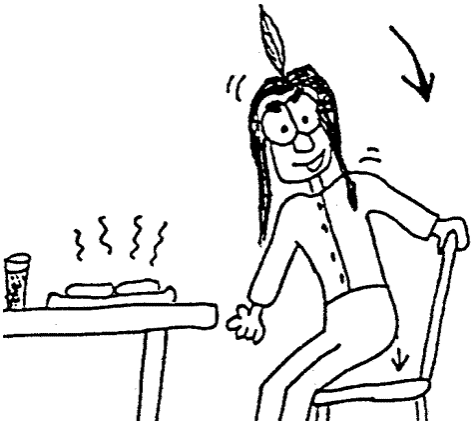
If no answer to the question ask:

Q. kîsitêpow cî awa?
A. i) namôya, postayawinisêw ana.
ii) namôya, namôya kîsitêpow.
iii) namôya, namôya kîsitêpow, postayawinisêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. kîsitêpow ana.

If no answer to the question ask:

Q. postayawinisêw cî awa?
A. i) namôya, kîsitêpow ana.
ii) namôya, namôya postayawinisêw.
iii) namôya, namôya postayawinisêw, kîsitêpow ana.



Q. tânisi awa kâ-itahkamikisit?
A. apiw ana.

If no answer to the question ask:

Q. apiw cî awa?
A. i) âha, apiw ana.

Q. tânisi awa kâ-itahkamikisit?
A. mîcisow ana.

If no answer to the question ask:

Q. mîcisow cî awa?
A. i) âha, mîcisow ana.

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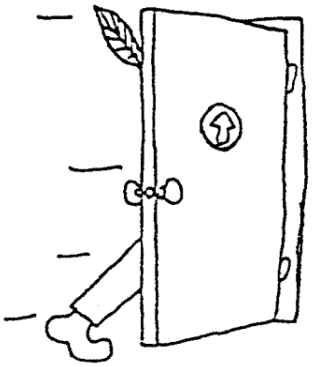
Q. tânisi awa kâ-itahkamikisit?
A. minihkwêw ana.
If no answer to the question ask:

Q. pasikôw cî awa?
A. i) namôya, minihkwêw ana.
ii) namôya, namôya pasikôw.
iii) namôya, namôya pasikôw, minihkwêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. pasikôw ana.
If no answer to the question ask:

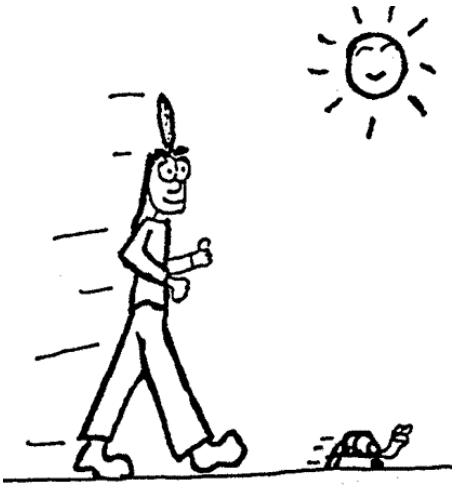
Q. minihkwêw cî awa?
A. i) namôya, pasikôw ana.
ii) namôya, namôya minihkwêw.
iii) namôya, namôya minihkwêw, pasikôw ana.



Q. tânisi awa kâ-itahkamikisit?
A. wayawîw ana.

If no answer to the question ask:

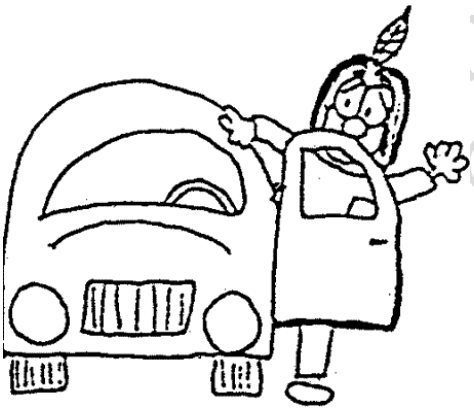
Q. pimohtêw cî awa?
A. i) namôya, wayawîw ana.
ii) namôya, namôya pimohtêw.
iii) namôya, namôya pimohtêw, wayawîw ana.



Q. tânisi awa kâ-itahkamikisit?
A. pimohtêw ana.

If no answer to the question ask:

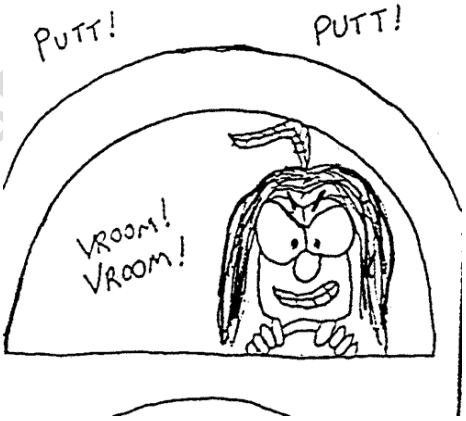
Q. wayawîw cî awa?
A. i) namôya, pimohtêw ana.
ii) namôya, namôya wayawîw.
iii) namôya, namôya wayawîw, pimohtêw ana.



Q. tânisi awa kâ-itahkamikisit?
A. pôsiw ana sêhkêpayîsihk.

If no answer to the question ask:

Q. pôsiw cî awa sêhkêpayîsihk?
A. i) âha, pôsiw ana sêhkêpayîsihk.



Q. tânisi awa kâ-itahkamikisit?
A. pimipayiw ana.

If no answer to the question ask:

Q. pimipayiw cî awa?
A. i) âha, pimipayiw ana.

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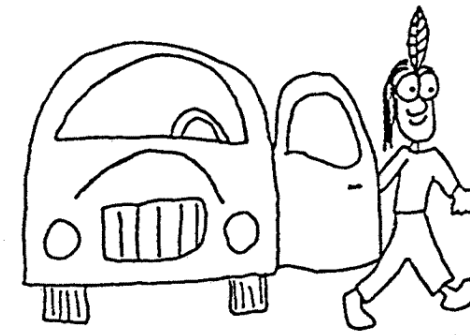


Q. tânisi awa kâ-itahkamikisit?
A. kapâw ana sêhkêpayîsihk ohci.

If no answer to the question ask:

Q. atoskêw cî awa?
A. i) namôya, kapâw ana.
ii) namôya, namôya atoskêw.
iii) namôya, namôya atoskêw, kapâw ana sêhkêpayîsihk ohci.

Q. tânisi awa kâ-itahkamikisit?
A. atoskêw ana.

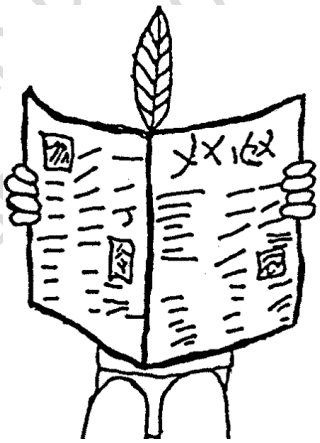
If no answer to the question ask:

Q. kapâw cî awa sêhkêpayîsihk ohci?
A. i) namôya, atoskêw ana.
ii) namôya, namôya kapâw.
iii) namôya, namôya kapâw, atoskêw ana.

Q. tânisi awa kâ-itahkamikisit.
A. masinahikêw ana.

If no answer to the question ask:

Q. ayamihcikêw cî awa?
A. i) namôya, masinahikêw ana.
ii) namôya, namôya ayamihcikêw.
iii) namôya, namôya ayamihcikêw, masinahikêw ana.



Q. tânisi awa kâ-itahkamikisit.
A. ayamihcikêw ana.

If no answer to the question ask:

Q. masinahikêw cî awa?
A. i) namôya, ayamihcikêw ana.
ii) namôya, namôya masinahikêw.
iii) namôya, namôya masinahikêw, ayamihcikêw ana.

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Q. tânisi awa kâ-itahkamikisit?
A. nîmihitow ana.

If no answer to the question ask:

Q. nîmihitow cî awa?
A. i) âha, nîmihitow ana.

Q. tânisi awa kâ-itahkamikisit?
A. nikamow ana.

If no answer to the question ask:

Q. nikamow cî awa?
A. i) âha, nikamow ana.

Q. tânisi awa kâ-itahkamikisit?
A. mâtow ana.

If no answer to the question ask:

Q. pâhpiw cî awa?
A. i) namôya, mâtow ana.
ii) namôya, namôya pâhpiw.
iii) namôya, namôya pâhpiw, mâtow ana.

Q. tânisi awa kâ-itahkamikisit?
A. pâhpiw ana.

If no answer to the question ask:

Q. mâtow cî awa?
A. i) namôya, pâhpiw ana.
ii) namôya, namôya mâtow.
iii) namôya, namôya mâtow, pâhpiw ana.

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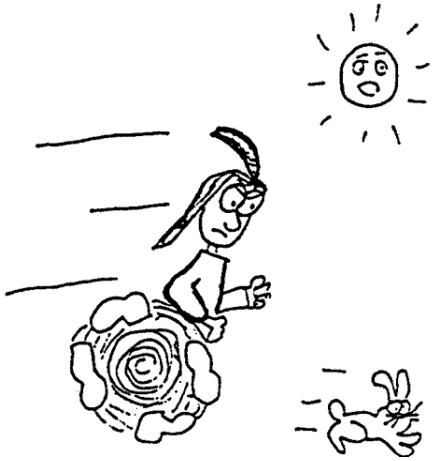
Q. tânisi awa kâ-itahkamikisit?
A. sêsâwîw ana.

If no answer to the question ask:

Q. pimipahtâw cî awa?
A. i) namôya, sêsâwîw ana.
ii) namôya, namôya pimipahtâw.
iii) namôya, namôya pimipahtâw, sêsâwîw ana.



Q. tânisi awa kâ-itahkamikisit?
A. pimipahtâw ana.

If no answer to the question ask:

Q. sêsâwîw cî awa?
A. i) namôya, pimipahtâw ana.
ii) namôya, namôya sêsâwîw.
iii) namôya, namôya sêsâwîw, pimipahtâw ana.

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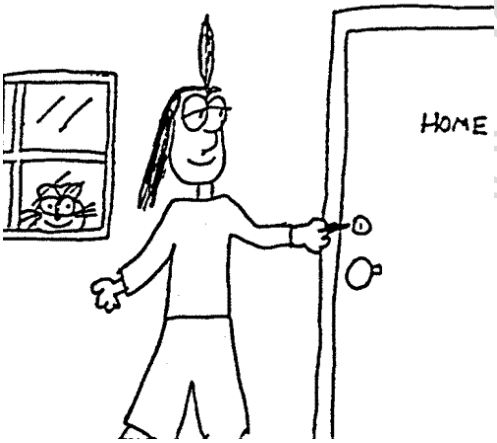

Q. tânisi awa kâ-itahkamikisit?
A. kîwêw ana.

If no answer to the question ask:

Q. kîwêw cî awa?
A. i) âha, kîwêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. pihtokwêw ana.

If no answer to the question ask:

Q. pihtokwêw cî awa?
A. i) âha, pihtokwêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. nohtêkatêw ana.

If no answer to the question ask:

Q. kisîpêkiyâkanêw cî awa?
A. i) namôya, nohtêkatêw ana.
ii) namôya, namôya kisîpêkiyâkanêw.
iii) namôya, namôya kisîpêkiyâkanêw, nohtêkatêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. kisîpêkiyâkanêw ana.

If no answer to the question ask:

Q. nohtêkatêw cî awa?
A. i) namôya, kisîpêkiyâkanêw ana.
ii) namôya, namôya nohtêkatêw.
iii) namôya, namôya nohtêkatêw, kisîpêkiyâkanêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. kâsîyâkanêw ana.

If no answer to the question ask:

Q. nohtêkwasiw cî awa?
A. i) namôya, kâsîyâkanêw ana.
ii) namôya, namôya nohtêkwasiw.
iii) namôya, namôya nohtêkwasiw, kâsîyâkanêw ana.

Q. tânisi awa kâ-itahkamikisit?
A. nohtêkwasiw ana.

If no answer to the question ask:

Q. kâsîyâkanêw cî awa?
A. i) namôya, nohtêkwasiw ana.
ii) namôya, namôya kâsîyâkanêw.
iii) namôya, namôya kâsîyâkanêw, nohtêkwasiw ana.

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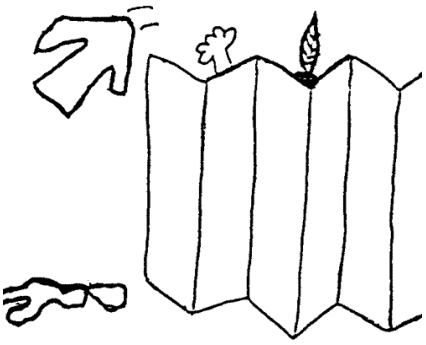
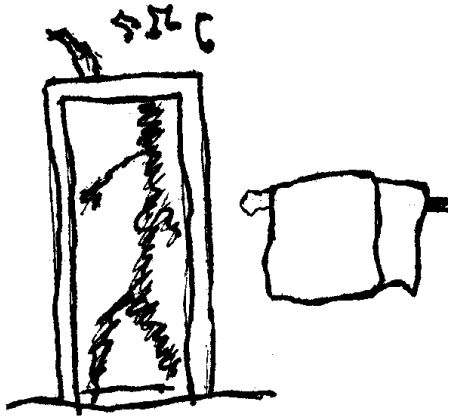


Q. tânisi awa kâ-itahkamikisit?
A. kêtayawinisêw ana.

If no answer to the question ask:

Q. kêtayawinisêw cî awa?
A. i) âha, kêtayawinisêw ana.



Q. tânisi awa kâ-itahkamikisit?
A. kisîpêkinastêw ana.

If no answer to the question ask:

Q. kisîpêkinastêw cî awa?
A. i) âha, kisîpêkinastêw ana.

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Q. tânisi awa kâ-itahkamikisit?
A. kawisimow ana.

If no answer to the question ask:

Q. matwêhkwâmiw cî awa?
A. i) namôya, kawisimow ana.
ii) namôya, namôya matwêhkwâmiw.
iii) namôya, namôya matwêhkwâmiw, kawisimow ana.

Q. tânisi awa kâ-itahkamikisit?
A. matwêhkwâmiw ana.

If no answer to the question ask:

Q. kawisimow cî awa?
A. i) namôya, matwêhkwâmiw ana.
ii) namôya, namôya kawisimow.
iii) namôya, namôya kawisimow, matwêhkwâmiw ana.

4.7. REVIEW VAI

VAI-IMPERATIVE

IMPERATIVE	NEGATIVE IMPERATIVE	DELAYED IMPERATIVE
2. _____	2. êkâwiya _____	2. _____hkan
2P. _____k	2P êkâwiya _____k	2P. _____hkêk
21. _____tân	21. êkâwiya _____tân	21. _____hkahk

VAI - INDICATIVE, SUBJUNCTIVE AND FUTURE CONDITIONAL FORMS

INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
1. ni_____n	1. ê-_____yân	1. _____yâni
2. ki_____n	2. ê-_____yan	2. _____yani
3. _____w	3. ê-_____t	3. _____ci
3' _____yiwa	3'. ê-_____yit	3'. _____yici
1P. ni_____nân	1P. ê-_____yâhk	1P. _____yâhki
21. ki_____naw	21. ê-_____yahk	21. _____yahki
2P. ki_____nâwâw	2P. ê-_____yêk	2P. _____yêko
3P _____wak	3P. ê-_____cik	3P. _____twâwi
3'P _____yiwa	3'P. ê-_____yit	3'P. _____yici

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TENSE INDICATORS: these apply to all verbs for the Indicative and subjunctive forms except for the future definite which is not used in the subjunctive:

Past tense: kî-

Future Intent: wî-

Future Definite: ka- for 1st and 2nd person actors
ta- for 3rd person actors

Chapter Five
INANIMATE INTRANSITIVE VERBS

5.0. INANIMATE INTRANSITIVE VERBS

Inanimate intransitive verbs (VII) include weather terms, seasons, days of the week, and times of day. VIIs have an indefinite actor and this actor/subject is always the 3rd person "it." VIIs do not undergo conjugation like the animate intransitive verbs (VAIs) but they can go into various tenses and appear in the Indicative Mood as well as in the Subjunctive Mood.

5.1. WEATHER TERMS

The following are some of the more common Intransitive Inanimate Verbs (VII) that deal with weather set out in the Indicative**,** Subjunctive and Future Conditional**:**

INDICATIVE	ENGLISH	SUBJUNCTIVE	FUTURE CONDITIONAL
kimiwan	It rains	ê-kimiwahk	kimiwahki
yôtin	It is windy	ê-yôtihk	yôtihki
sîkipêstâw	It is pouring	ê-sîkipêstâk	sîkipêstâki
kimiwasin	It's drizzling	ê-kimiwasik	kimiwasiki
mispon	It snows	ê-mispok	mispoki
pîwan	It drifts (blizzard)	ê-pîwahk	pîwahki
sôhkiyôwêw	It is very windy	ê-sôhkiyôwêk	sôhkiyôwêki
wâsêskwan	It is clear/sunny	ê-wâsêskwahk	wâsêskwahki
yîkwaskwan	It is cloudy	ê-yîkwaskwahk	yîkwaskwahki
âhkwatin	It freezes	ê-âhkwatihk	âhkwatihki
saskan	It melts(chinook)	ê-saskahk	saskahki
tihkitêw	It melts	ê-tihkitêk	tihkitêki
kisitêw	It is hot	ê-kisitêk	kisitêki
kisâstêw	It is hot	ê-kisâstêk	kisâstêki
kisinâw	It is very cold	ê-kisinâk	kisinâki
tahkâyâw	It is cold	ê-tahkâyâk	tahkâyâki
kîsapwêyâw	It is warm	ê-kîsapwêyâk	kîsapwêyâki

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From the above we should be able to formulate rules on how to go from the **Indicative Mood** to the **Subjunctive Mood** and from the **Subjunctive** to the **Future Conditional.**

RULES:

To go from the **Indicative Mood to the Subjunctive Mood of VIIs:**

a) add ê at the beginning;
b) drop last consonant of the **Indicative mood then;**
   i) add "k" if the consonant dropped is "w"
   ii) add "hk" if the consonant dropped is "n" (there are a few exceptions to this rule)

To go from the **Subjunctive Mood** to the **Future Conditional:**

a) Drop the "ê" from the beginning
b) then add "i" at the end

Future conditionals refer to "if" or "when" events occur; if it is "when" then the word "ispîhk-when" precedes the future conditional form, otherwise it is an "iffy"situation.

5.1.a. EXERCISES

A. 1) Translate the following sentences then; 2) use *cî* to ask questions of each other; 3) use the other question dealing with weather "*tânisi kâ-isiwêpahk* – What's the weather like?" using the following pictures (the first picture gives an example):

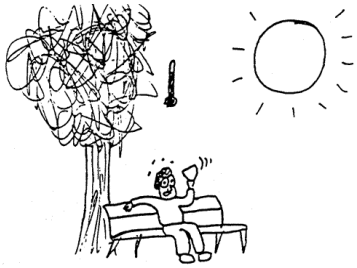
miyo-kîsikâw.

kisâstêw.

sîkipêstâw.

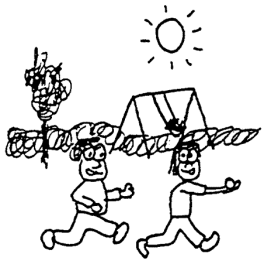
1) It's a nice day.
2) miyo-kîsikâw cî? – Is it a nice day?
3) tânisi kâ-isiwêpahk? – What's the weather like?

kîsapwêyâw.



kisitêw.

kimiwan.



wâsêskwan.

kisinâw.

tahkâyâw.

sôhkiyôwêw.

yôtin

ati-yîkwaskwan.

B. Provide what is required of these verbs:

1. "*kimiwan* = It rains"

If it rains _____

2. "*kî-yôtin* = it was windy"

Subjunctive, future intentive: _____

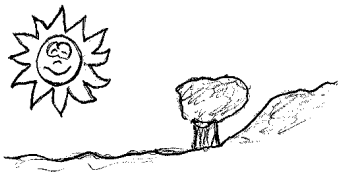
3. "*kî-wâsêskwan* = It was sunny."

It will be sunny. _____

4. "*ta-yîkwaskwan* = It will be cloudy."

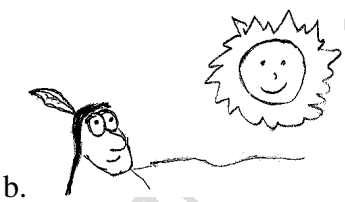
It was cloudy. _____

5. Answer the following questions:



a)
wâsêskwan cî ôta?

_____

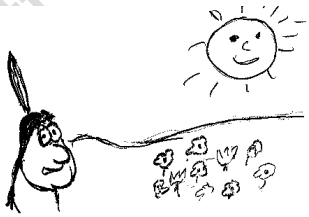


b.
kimiwan cî ôta?

_____

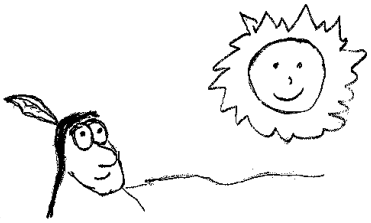
c.
tânisi kâ-isiwêpahk ôta?

_____



d.
yîkwaskwan cî ôta?

_____



e.
tânisi kâ-isiwêpahk ôta?

_____

f.
kimiwan cî ôta?

_____

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5.2. FUTURE CONDITIONALS: VIIs

Future conditional forms refer to possible future happenings as in "if (something) happens". The easiest way of getting the future conditional form is to drop the "ê" from the beginning of the subjunctive mood then add an "i" at the end as shown below:

ENGLISH	INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
It is spring	sîkwan	ê-sîkwahk	sîkwahki
It is summer	nîpin	ê-nîpihk	nîpihki
It is fall	takwâkin	ê-takwâkik	takwâkiki
It is winter	pipon	ê-pipohk	pipohki

FROM THE ABOVE DATA WE CAN FORMULATE THE FOLLOWING CHART

INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
VII ending in consonant preceded by a long vowel	Add ê at the beginning, drop last consonant then add k: ê-_____k	Drop ê from the beginning of Subj. then add i at the end _____i
VII ending in consonant preceded by short vowel*	Add ê at the beginning, drop last consonant then add hk: ê-_____hk	Drop ê from the beginning of Subj. then add i at the end _____i

*** There are three VIIs that do not follow this rule:**
otâkosin – it is late afternoon/early evening; mispon – it snows; takwâkin – it is fall.

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5.2.a. EXERCISES

Translate the following sentences: the VAIs are in the future tense and the following VIIs are in the future conditional form:

1. We will go inside if it rains.
   _____
2. I'm going outside if it is warm.
   _____
3. They are going to go skating if it is cold.
   _____
4. Are you going to go skiing if it snows?
   _____
5. She is not going to go canoeing if it is very windy.
   _____

VAIs for the above: wayawî – go outside; pihtokwê – go inside; sôniskwâtahikê – skate; nîpawi-sôskwacowêyâpoko – ski (downhill); pôsi – go boating/canoeing/get on board.

5.2.b. FUTURE CONDITIONALS

Future conditionals indicate a possible happening in the future. Future conditionals occur in compound sentences made up of an independent clause (usually in the indicative but can include delayed imperatives) and a subordinate clause (which include the *ê-form*, the *kâ-form* [relative clause marker], the *ta-form* [infinitive clause marker] or the future conditional). Independent clauses can stand on their own to make complete sentences while subordinate clauses need the independent clause to be grammatically correct.

There are a number of subordinate clauses in Cree. Below are the more common types of subordinate clauses:

a) The *ê-form*: this form of subordinate clause is often referred to as the subjunctive mood. Use the ê-form after the following words:
   ayisk – because
   cikêmâ – because
   namacî-mâka – it is so
b) The *kâ-form*: this form of subordinate clause occurs most often in content questions or in relative clauses that begin with "*ispîhk* – when."
c) The *ta-form*: this form of subordinate clause often operates the same way as an infinite. Like the infinitive in English, this form is not marked for tense but unlike the English infinite which is not marked for person, the Cree 'infinitive' form is marked for person.
d) The future conditional form.
e) The delayed imperative.

Conditional clauses in English are marked with the presence of "if" in the clause; this is not the case in Cree. In Cree the verb marking the conditional clause has the same structure as the verb marking a time clause. Consider the following:

1a. ispîhk ati-kimiwahki kika-kîwânaw.
    When it begins to rain we will go home.
1b. kîspin ati-kimiwahki kika-kîwânaw.
    If it begins to rain we will go home.

In comparing the sentence structure one will note that the only difference is in the use of "*ispîhk*" in 1a and "*kîspin*" in 1b. 1a, marked by "*ispîhk* (when)", is the time clause: as such it indicates that something is definitely going to happen. 1b, marked by "*kîspin* (if)", is the conditional clause: as such, there is a possibility of something happening, but only a possibility. When "*ispîhk*" and "*kîspin*" are used within a sentence structure one can tell which is the time clause and which is the conditional clause. However, more often one would encounter a sentence such as:

1c. kimiwahki kika-kîwânaw.

How would one know if this were a time clause or a conditional clause? In answering that question, consider some further examples:

2a. sôhki-atoskêyâni nika-ati-nihtâ-nêhiyawân.
2b. wîpac waniskâyâni nika-pê-itohtân kihcikiskinwahamâtowikamikohk.

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2c. mistahi mîcisoyani kika-kîspon.
2d. pwâtisimoci kika-mamihcihikonaw.

From 2a to 2d there are examples which can, at first glance, be taken as either a time clause with an "*ispîhk* (when)" understood to be there, or a conditional clause with a "*kîspin* (if) understood to be there. This assumption, though perfectly logical given that the first verb form is in the same structure as in 1a and 1b above (i.e., all the first verbs end in an "i"), is erroneous. Consider yet another example:

2e. kihtwâm kika-wâpamitonaw papimâtisiyahki.

In this example the conditional verb form is in the last position. However, the ending "i" is the same as it is in all previous examples. Again there is an absence of both "*ispîhk*" and "*kîspin*" but to a fluent Cree speaker there is no question as to what is meant in this, and in the other examples. 2e essentially embodies the Cree philosophy of life which is to be lived "one day at a time." In other words, one does not assume that life continues further than that one day in which one is living hence the respect for life and the value it has is evident in conditional clauses. One need not say "*kîspin*" in conditional clauses because "*kîspin*" is understood to be present in such clauses. If one meant "*ispîhk*" then one would say "*ispîhk*."

To sum up the difference between time clauses and conditional clauses note that "*kîspin*" is optional and employed only for emphasis while "*ispîhk*" is obligatory. The verb forms are nevertheless similar. With that in mind, here then are the translations of 2a-2e:

2a. If I work hard (conditional clause) - sôhki-atoskêyâni
I will begin to be able to speak Cree (result clause). - nika-ati-nihtâ-nêhiyawân.

2b. If I get up from bed early (conditional clause) - wîpac waniskâyâni
I will come (result clause) to the university. - nika-pê-itohtân
kihcikiskinwahamâtowikamikohk.

2c. If you eat lots (conditional clause) - mistahi mîcisoyani
you will be full (result clause). - kika-kîspon.

2d. If he dances pow-wow (conditional clause) - pwâtisimoci
he will make us proud (result clause). - kika-mamihcihikonaw.

2e. We will see each other again (result clause) - kihtwâm kika-wâpamitonaw
if we are alive and well (conditional clause). - papimâtisiyahki.

It does not matter if the result clause (i.e. the event that could happen if a certain condition is met) precedes the conditional clause (i.e. the condition that must happen if the result clause is to come true) or vice versa as is evident in example 2e. Incidentally, 2e is the standard parting phrase in Cree similar to the "good-bye" in English.

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RULES:

RESULT CLAUSE	CONDITIONAL CLAUSE
Must be in some **future tense** in either the **Indicative Mood** or **Subjunctive Mood.** The **Delayed Imperative** form can also serve as a result clause.	The Cree word for "if", "*kîspin*", is optional but can be included for emphasis.

MAKING FUTURE CONDITIONALS

1. **Intransitive Inanimate Verbs** (IIV's):
   A) start with Indicative Mood.
   B) drop last consonant:
      i) add "ki" at the end if last consonant dropped was a "w."
      e.g.: **Indicative:** tipiskâw – it is night/dark.
      Drop w → tipiskâ_
      Check vowel: **â** is long so add **ki**:
      tipiskâ**ki** – "if it is night/dark" (literally)
      or "tonight" (common useage)
      ii) add "hki" at the end if last consonant dropped was an "n."
      e.g.: **Indicative:** kimiwan – it rains.
      Drop n → kimiwa_
      Check vowel: **a** is short so add **hki**:
      kimwa**hki** – if it rains.

2. **Animate Intransitive Verbs** (VAI's):
   A) Use the Subjuntive Mood;
      Verb Root: atoskê – work
      Subj. Md.: ê-atoskêyân – (As) I am working.
   B) Drop the ê from the Subjunctive Mood form but retain the endings;
      __atoskêyân
   C) Add: i)"i" at the end of 1, 2, 1P and 21
      atoskêyâni – If I am working.
      atoskêyani – If you are working.
      atoskêyâhki – If we (exclusive) are working.
      atoskêyahki – If we (Inclusive) are working.
      ii)"o" at the end of 2P
      atoskêyêko – If you (plural) are working.
      iii) "i" at the end of 3, 3' and 3'P but first change the last "t"to "c":
      atoskêci – If she/he/it is working.
      atoskêyici - If her/his _____ is working.
      atoskêyici – If their _____ is working.
   D) **For 3P only,** start with the verb root then add "twâwi" at the end:
      atoskêtwâwi – If they are working.

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5.3. SEASONS

Seasons, in Cree, are also VIIs. The chart below lists the seasons in various forms:

ENGLISH	PAST SEASON	PRESENT SEASON: Indicative	PRESENT SEASON: Subjunctive	FUTURE CONDITIONAL
It is late spring (ice break-up).	miyoskamik. Last late spring.	miyoskamin.	ê-miyoskamik.	miyoskamiki. If/When it is late spring.
It is spring.	sîkwanohk. Last spring.	sîkwan.	ê-sîkwahk.	sîkwahki. If/When it is spring.
It is summer.	nîpinohk. Last summer.	nîpin.	ê-nîpihk.	nîpihki. If/When it is summer.
It is fall.	takwâkohk. Last fall.	takwâkin.	ê-takwâkik.	takwâkiki. If/When it is fall.
It is early winter. (ice freeze up)	mikiskohk. Last early winter.	mikiskon.	ê-mikiskohk.	mikiskohki. If/When it is early winter.
It is winter.	piponohk. Last winter.	pipon.	ê-pipohk.	pipohki. If/When it is winter.

As you can see seasons can be in both the Indicative and the Subjunctive forms, including the future conditonal forms. Both the Indicative and Subjunctive forms can use various preverbs as well as go into various tenses. Both the past season forms above as well as the future conditional forms cannot go into various tenses since they already indicate a temporal reality; one deals with past seasons and the other deals with upcoming seasons. Below are some sentences to clarify how these differ from regular past tense forms and regular future tense forms of the seasons.

1) Last fall the children started school early.
   takwâkohk awâsisak kî-mâci-kiskinwahamâkosiwak wîpac.
2) It was fall when the children came back to school.
   kî-takwâkiniyiw* ispîhk awâsisak kâ-kî-pê-kiskinwahamâkosicik**.

3) In the fall the children will start school early.
   takwâkiniyiki awâsisak wîpac ta-mâci-kiskinwahamâkosiwak.
4) It will be fall, anytime now the children will start school.
   ta-takwâkin, pikw-îspî êkwa awâsisak ta-mâci-kiskinwahamâkosiwak.

*This form here, and in number 3, is used when the subject of the main clause is 3rd person as is the case here, otherwise it would have been in the following forms: *kî-takwâkin* and *takwâkiki*.
** Any verb that follows "*ispîhk* – when" will use the subjuctive mood/relative clause marker "*kâ-*" at the beginning with the regular subjunctive mood endings, unless the verb is a future conditional.

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5.3.a REVIEW: VITAL STATISTICS I

WORDS

niya	- I/me	itahtopiponê	- be of a certain age (VAI)
ohci	- from	isiyihkâso	- be called/named (VAI)
kiya	- you	tânisi	- Greetings/ Hello/ how
tânitê	- where	tânitahto	- how many

TEXT: students can fill in the blanks below with their own information:

tânisi. - Greetings!

_____ nitisiyihkâson. My name is _____.

_____ ohci niya kayahtê. I am from _____ originally.

_____ nititahtopiponân. I am _____ years old.

GRAMMAR:
WORD ORDER:

-Pertinent information is given first followed by the verb in its inflected form

ANIMATE INTRANSITIVE VERBS:

-Animate Intransitive Verb (VAI- above) roots appear as orders given to one person (second person singular form of the Imperative);

-VAIs in the inflected form with a first person subject (I/me) begin with: "*ni*" and end in "*n*" (*ki*_____*n* – for second person) with the verb root going in between;

-if VAI root begins with a vowel then the person indicator (*ni*) is followed by a connecting "*t*:"
Shaking-Spear nitisiyihkâson.- My name is Shaking-Spear.

-if VAI root ends in "*ê*" then that "*ê*" must be changed to "*â*" in the inflected form when the subject is the first person (singular and plural) or in the second person (singular and plural):
nistomitanaw nikotwâs(ik)osâp nititahtopiponân. –
I am thirty-six years old.

QUESTIONS: do the following with students:

1. tânisi? – hello/how are you? (ANS: namôya nânitaw (Fine) or repeat "tânisi.")
2. tânisi kitisiyihkâson? – How are you called (what is your name)?
3. tânitahtopiponêyan? – How old are you?
4. tânitê ohci kiya kayahtê? – Where are you from originally?

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5.3.b. DO: get students to write out a dialog using 8 X 5 cards. Once the cards are prepared students can then pair up doing the dialog together. Each card has a section spoken by A> and B> and includes the following information:

CARD ONE:
A> tânisi?
B> namôya nânitaw, kiya mâka.

CARD TWO:
A> pêyakwan. _____ nitisiyihkâson.
kiya mâka, tânisi kitisiyihkâson?
B> _____ nitisiyihkâson.

CARD THREE:
A> _____ ohci niya kayahtê. kiya mâka,
tânitê ohci kiya kayahtê?
B> _____ ohci niya kayahtê.

CARD FOUR:
A> _____ nititahtopiponân. kiya mâka,
tânitahtopiponêyan?
B> _____ nititahtopiponân.

CARD FIVE:
A> okiskinwahamâkan niya. kiya mâka,
okiskinwahamâkan cî kîsta?
B> âha, okiskinwahamâkan nîsta.

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After each of the pairs have done the above dialogue ask the other students the following about the information given by the two who just finished:

1) tânisi awa isiyihkâsow? (point to one of the students).

2) tânitê awa ___student's name____ ohci kayahtê?

3) tânitahtopiponêt ____student's name____?

4) okiskinwahamâkan cî awa _____student's name____?

5.3.c. VITAL STATISTICS II

WORDS:

mêkwâc	- at this time	nihtâwîki	- be born (VAI)
wîki	- reside (VAI)	ohpiki	- grow (VAI)
-pê-	- come (PV)	kiskinwahamâkosi	- be in school/class (VAI)
-ati-	- start (PV)	pipon	- it is winter (IIV)
sîkwan	- it is spring (IIV)	takwâkin	- it is fall (IIV)
nîpin	- it is summer (IIV)	-kî-	- indicates past tense

TEXT: students can fill in the blanks below with appropriate information:

1. _____ nikî-nihtâwîkin. I was born at _____.
2. kî-ati-pipon. It was at the start of winter.
3. _____ nikî-pê-ohpikin. I was raised in _____.
4. _____ nikî-kiskinwahamâkosin. I went to school in _____.
5. mêkwâc _____ niwîkin. I live in _____ at this time.

GRAMMAR:

PAST TENSE INDICATOR:

The past tense indicator "*-kî-*" comes after the person indicator and before a pre-verb. In the absence of a person indicator or pre-verb the past tense indicator is place before the verb root:

Present tense: *nikiskinwahamâkosin*. – I am in school/class.
In the past tense: *nikî-kiskinwahamâkosin*. – I was in school.

PRE-VERBS:

Pre-verbs are placed before the main verb (verb root). Pre-verbs are like adverbs in English as they modify the meaning of the verb.

Present tense: *niwîkin ôta*. – I live/reside here.
With Pre-verb: *nipê-wîkin ôta*. – I come to live/reside here.
Past tense: *nikî-wîkin ôta*. – I lived/resided here.
With pre-verb: *nikî-pê-wîkin ôta*. – I came to live here.

INANIMATE INTRANSITIVE VERBS:

These verbs (IIV) deal with seasons, times of day, days of the week, some colours and all weather terms. They can not be conjugated like the VAIs but they do take on all tenses and can use pre-verbs.

STANDARD VERB STRUCTURE:

The following is the standard verb structure for any verb:

Person Indicator	Tense Indicator	Pre-verb	Verb root	Ending

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5.3.d. QUESTIONS AND ANSWERS: students pair up to ask each other these questions.

QUESTIONS	ANSWERS
1. tânisi? Hello, how are you?	namôya nânitaw. Fine.
2. tânisi kitisiyihkâson? What is your name?	_____ nitisiyihkâson. My name is _____.
3. tânitahtopiponêyan? How old are you?	_____ nititahtopiponân. I am _____ years old.
4. tânitê ohci kiya kayahtê ? Where are you from originally?	_____ ohci niya kayahtê. I am originally from _____.
5. tânitê kikî-nihtâwîkin? Where were you born?	_____ nikî-nihtâwîkin. I was born in _____.
6. tânisi kî-ihkin kâ-kî-nihtâwîkiyan? What season were you born in?	Any season in the past tense with or without a preverb.
7. tânitê kikî-pê-ohpikin? Where were you raised?	_____ nikî-pê-ohpikin. I came to be raised in _____.
8. tânitê kikî-pê-kiskinwahamâkosin? Where did you go to school?	_____ nikî-pê-kiskinwahamâkosin. I went to school in _____.
9. tânitê mêkwâc kiwîkin ? Where do you live now?	_____ mêkwâc niwîkin. I live in _____ now.
10. nîpin cî mêkwâc? Is it summer now?	namôya, takwâkin. No, it is fall.

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5.3.e. EXERCISES: Place the following into the past tense:
The pre-verb '*pê-* come' shows a process of time from the past to the present.

1. nîsitanaw nititahtopiponân. _____
2. Saskatoon ninihtâwîkin. _____
3. Regina nipê-ohpikin. _____
4. Regina mîna nikiskinwahamâkosin. _____
5. Saskatoon niwîkin. _____
6. pipon. _____
7. sîkwan. _____
8. takwâkin. _____
9. nîpin. _____
10. namôya sîkwan, pipon. _____

5.3.f. VITAL STATISTICS III
WORDS:

ê-akimiht	- as it is counted	pîsim	-month/sun
kêko	- which	tânîkohk	- how much
akimâw	- it is counted	mâna	- usually

TEXT: students can fill in the blanks with their own information:

1. _____ akimâw awa pîsim. It is the _____ of this month.
2. _____ mâna ê-akimiht nitipiskên. I have a birthday in _____.
3. _____ ê-akimiht _____ mâna nitipiskên.
   I have a birthday on the _____ of _____.

5.3.g. QUESTIONS:
Answer the following questions:

1) kêko pîsim awa akimâw mêkwâc? Which month is counted now?

_____

2) tânîkohk awa pîsim akimâw mêkwâc? What is the date now?

_____

3) kêko pîsim mâna kitipiskê? Which month is your birthday on?

_____

4) tânîkohk ê-akimiht êwako pîsim kitipiskên? What date of that month is your birthday?

_____

5) kêko pîsim mâna kimâci-kiskinwahamâkosin? Which month do you usually start school?

_____

6) tânispîhk mâna kâ-manitôwikîsikâk? When is it Christmas?

_____

7) tânispîhk mâna kâ-ocîmikîsikâk? When is New Year's Day?

_____

8) tânispîhk kâ-okâwîmâwikîsikâk anohc kâ-askîwik? When is Mother's Day this year?

_____

9) tânispîhk kâ-ohtâwîmâwikîsikâk anohc kâ-askîwik? When is Father's Day this year?

_____

10) tânispîhk mâna kâ-cîpayitipiskâk? When is Halloween night?

_____

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ADDITIONAL WORDS:

tânispîhk	- when	manitôwikîsikâw	- Christmas
mâna	- usually	ocîmikîsikâw	- New Year's Day
cîpayitipiskâw	- Halloween	okâwîmâwikîsikâw	- Mother's Day
ohtâwîmâwikîsikâw	- Father's Day	anohc kâ-askîwik	- this year

5.3.h. DIALOGUE FIVE

A: tânisi* (name)	**A:** Hello (Name)
B: tânisi (name)	**B:** Hello (name)
A: anohc nitipiskên**!	**A:** Today is my birthday!
B: kah, tânitahtopiponêyan êkwa?	**B:** Oh, so how old are you now?
A: nîsitanaw pêyakosâp nititahtopinonân. kiya mâka, tânitahtopiponêyan?	**A:** I am twenty-one yeas old. How about you, how old are you?
B: kêkâ-nîsitanaw niya nititahtopiponân.	**B:** I am nineteen years old.
A: tânispîhk kâ-tipiskaman?	**A:** When is your birthday?
B: kêkâ-nistomitanaw ê-akimiht*** mikisiwipîsim.	**B:** On February 29th.

VOCABULARY

anohc	–today	nitipiskên	– I have a birthday.
kah	- oh,	tânitahtopiponêyan	– How old are you?
êkwa	– now	nîsitanaw pêyakosâp	– twenty-one
tânispîhk	– when	nititahtopinonân	– I am of that age.
kêkâ-nîsitanaw	- nineteen	kâ-tipiskaman	– You have a birthday.
kêkâ-nistomitanaw	– twenty-nine	ê-akimiht	– it is counted
mikisiwipîsim	– February	kititahtopiponân	– You are of that age.

NOTES

4) *The greeting "*tânisi*" can be answered in a variety of ways: it can mean "how are you" to which you can answer as "*namôya nânitaw*" meaning "I am fine"; or it can mean "hello" to which you can answer as in the above dialogue "*tânisi* - hello."
5) **The phrase "*nitipiskên*" meaning "I have a birthday" is the first person indicative mood form of the transitive inanimate verb – class 1 (VTI-1) "*tipsika* – have a birthday." The same verb appears on the second last line in the above dialogue in a relative clause (subjunctive mood), second person form, as "*kâ-tipiskaman*." The last "*a*" in the verb root "*tipiska*" changes to "*ê*" for the first and second person forms of the indicative mood. This rule applies to all VTI-1s in the indicative mood.
6) ***The formula for saying the date is to say the date first, then the phrase meaning "it is counted - *ê-akimiht*" followed by the month as in the above dialogue: "*kêkâ nistomitanaw ê-akimiht mikisiwipîsim*."

Do the above dialogue with a classmate and substitute the phrase "*kêkâ nistomitanaw ê-akimiht mikisiwipîsim*" with your own birthdate.

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REVIEW: VITAL STATISTICS for 1st , 2nd, and 3rd person forms:

1st Person – talking about yourself	**2nd person – talking to someone: usually used in questions**	**3rd person – talking about someone else**	**3rd person obviative – talking about someone else's someone/thing**
1. tânisi kitisiyihkâson? _____ nitisiyihkâson.	_____ kitisiyihkâson.	tânisi isiyihkâsow kitôtêm? _____ isiyihkâsow nitôtêm.	tânisi isiyihkâsoyiwa otôtêma? _____ isiyihkâsoyiwa.
2. tânitê kayahtê ohci kiya? _____ kayahtê ohci niya.	_____ kayahtê ohci kiya.	tânitê kayahtê ohci wiya? _____ kayahtê ohci wiya.	_____ kayahtê ohci.
3. tânitê mêkwâc kiwîkin? Place mêkwâc niwîkin.	____ mêkwâc kiwîkin.	tânitê mêkwâc wîkiw wiya? ____ mêkwâc wîkiw.	tânitê mêkwâc wîkiyiwa _____? _____ mêkwâc wîkiyiwa.
4. okiskinwahamâkan niya.	okiskinwahamâkan kiya.	okiskinwahamâkan wiya.	okiskinwahamâkan wiya.
5. tânitahtopiponêyan? _____ nititahtopiponân.	_____ kititahtopiponân.	tânitahtopiponêt wiya? _____ itahtopiponêw.	tânitahtopiponêyit ____? _____ itahtopiponêyiwa.
6. kêko pîsim mâna kitipiskên? _____ mâna nitipiskên.	_____ mâna kitipiskên.	kêko pîsimwa mâna tipiskam wiya? _____wa mâna tipiskam.	kêko pîsimwa mâna tipiskamiyiwa _____? _____wa mâna tipiskamiyiwa.
7. tânîkohk ê-akimiht êwako pîsim mâna kitipiskên? _____ ê-akimiht _____ mâna nitipiskên.	_____ _____ ê-akimiht _____ mâna kitipiskên.	tânîkohk ê-akimimiht êwakoni pîsimwa mâna tipiskam wiya? _____ ê-aki**mi**miht _____ mâna tipiskam..	tânîkohk ê-akimimiht êwakoni pîsimwa mâna tipiskamiyiwa? _____ ê-aki**mi**miht _____ mâna tipiskamiyiwa.
8. tânisi kî-ihkin ispîhk kâ-kî-nihtâwîkiyan? kî-season ispîhk kâ-kî-nihtâwîkiyân..	kî-season ispîhk kâ-kî-nihtâwîkiyan.	tânisi kî-ihkin ispîhk kâ-kî-nihtâwîkit wiya? kî-seasoniyiw ispîhk kâ-kî-nihtâwîkit.	tânisi kî-ihkiniyiw ispîhk kâ-kî-nihtâwîkiyit ___? kî-seasoniyiw ispîhk kâ-kî-nihtâwîkiyit.

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9. tânitê kikî-nihtâwîkin? Place nikî-nihtâwîkin.	_____ kikî-nihtâwîkin.	tânitê kî-nihtâwîkiw wiya? _____ kî-nihtâwîkiw.	tânitê kî-nihtâwîkiyiwa ____? _____ kî-nihtâwîkiyiwa.
10. tânitê kikî-pê-ohpikin? Place nikî-pê-ohpikin.	Place kikî-pê-ohpikin.	tânitê kî-pê-ohpikiw wiya? Place kî-pê-ohpikiw.	tânitê kî-pê-ohpikiyiwa _____? Place kî-pê-ohpikiyiwa.
11. tânitê kikî-pê-kiskinwahamâkosin? Place nikî-pê-kiskinwahamâkosin.	_____ kikî-pê-kiskinwahamâkosin.	tânitê kî-pê-kiskinwahamâkosiw wiya? ____ kî-pê-kiskinwahamâkosiw.	tânitê kî-pê-kiskinwahamâkosiyiwa? _____ kî-pê-kiskinwahamâkosiyiwa.
12. tânitê mêkwâc kikiskinwahamâkosin? mêkwâc Regina nikiskinwahamâkosin.	mêkwâc Regina kikiskinwahamâkosin.	tânitê mêkwâc kiskinwahamâkosiw wiya? mêkwâc Regina kiskinwahamâkosiw.	tânitê mêkwâc kiskinwahamâkosiyiwa? mêkwâc Regina kiskinwahamâkosiyiwa. _____

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5.3.i. EXERCISES

A.Translate the following English sentences into Cree:

WORD LIST:

niska – goose (NA)
kôna – snow (NA)
namôya – no/negator
kaskatin – ice freezes (VII)
namôya osâm – not very
oskana-kâ-asastêki – Regina
nîpinohk – last summer
miyoskamik – last late spring
ispîhk – when
tihkiso – melt (VAI)
nîpiy – leaf (NI)
pimihamo – migrate (VAI)
pê-itohtê – come (VAI)
êyikohk – until
takwâkohk – last fall
wâstêpakâw - leaves change colour (VII)
wîpac – soon/early
kwâskwêpicikê – fish (VAI)
pâtimâ – later
kakwâtaki – very
sîkwanohk – last spring
piponohk – last winter

1. Last late spring I came to Regina.

_____

2. It was late spring when I came to Regina.

_____

3. Last spring the snow melted early.

_____

4. It was spring but the snow didn't melt early.

_____

5. Last summer we went fishing.

_____

6. It was summer when we went fishing.

_____

7. Last fall the leaves turned colour early.

_____

8. It was fall but the geese didn't migrate until early winter.

_____

9. Last early winter the ice didn't freeze until much later.

_____

10. It was early winter when he came to town.

_____

11. Last winter was very cold!

_____

12. It was winter but it wasn't very cold.

_____

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B. Talking about seasonal activities: students will pair up to read, translate, then ask each other questions from the following entries on seasons and seasonal activities:

SPRING - sîkwan

1. ispîhk mâna kâ-sîkwahk ôki pîsimwak akimâwak: niskipîsim, ayîkipîsim, êkwa sâkipakâwipîsim.
   Q. kêko pîsimwak akimâwak ispîhk kâ-sîkwahk?
   _____

2. ispîhk mâna kâ-sîkwahk tâh-tihkitêw, sâh-sâkipakâw êkwa wâpikwaniya ohpikinwa.
   Q. tânisi mâna kâ-isiwêpahk ispîhk kâ-sîkwahk?
   _____

3. ispîhk mâna kâ-sîkwahk nitipiskên nîsosâp ê-akimiht* sâkipakâwipîsim.
   Q. kiya mâka, tânispîhk mâna kâ-tipiskaman ispîhk kâ-sîkwahk?
   _____

4. ispîhk mâna kâ-sîkwahk nicihkêyihtên ta-tihtipêpiskamân** cihcipayapisikanis.
   Q. kiya mâka, kicihkêyihtên cî ta-tihtipêpiskaman cihcipayapisikanis ispîhk kâ-sîkwahk?
   _____

5. ispîhk mâna kâ-sîkwaniyik*** tipiskam nisîmis nisto ê-akimimiht ayîkipîsimwa.****
   Q. tânispîhk mâna kâ-tipiskahk nisîmis ispîhk kâ-sîkwaniyik?
   _____

6. ispîhk mâna kâ-sîkwaniyik cihkêyihtam nisîmis ta-pahkahtowêt.
   Q. cihkêyihtam cî nisîmis ta-pahkahtowêt ispîhk kâ-sîkwaniyik?
   _____

NOTES:

**ê-akimiht* – it is counted, this form changes to ê-akimimiht when the topic of discussion is someone else other than the speaker or the one spoken to.
** *ta-tihtipêpiskamân* is a Transitive Inanimate Verb-class 1 (VTI-1). There are two other VTI-1 verbs here: *tipiska* - have a birthday; *cihkêyihta* – like something. The *ta-* that begins the verb here is an infinite clause marker, a form of subjunctive so it uses the subjunctive mood endings of verbs.
*** *kâ-sîkwaniyik* is the form used to write "spring" when the topic of discussion is someone else other than the speaker or the one spoken to. *kâ-sîkwahk* is the form used when the subject of the verb in the main clause is 1st or 2nd person.
**** *ayîkipîsimwa* is the form used to write "month" when the topic of discussion is someone else other than the speaker or the one spoken to. The *wa* that ends the month here is not used when the subject of the verb in the main clause is 1st or 2nd person.

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SUMMER - nîpin

1. ispîhk mâna kâ-nîpihk ôki pîsimwak akimâwak: pâskâwihowipîsim, paskowipîsim, êkwa ohpahowipîsim.
   Q. kêko pîsimwak akimâwak ispîhk kâ-nîpihk?
   _____

2. ispîhk mâna kâ-nîpihk kâh-kitowak* piyêsiwak, kâh-kisâstêw êkwa kâh-kimiwan.
   Q. tânisi mâna kâ-isiwêpahk ispîhk kâ-nîpihk?
   _____

3. ispîhk mâna kâ-nîpihk nitipiskên nistosâp ê-akimiht ohpahowipîsim.
   Q. kiya mâka, tânispîhk mâna kâ-tipiskaman ispîhk kâ-nîpihk?
   _____

4. ispîhk mâna kâ-nîpihk nicihkêyihtên ta-kwâskwêpicikêyân.
   Q. kiya mâks, kicihkêyihtên cî ta-kwâskwêpicikêyan ispîhk kâ-nîpihk?
   _____

5. ispîhk mâna kâ-nîpiniyik tipiskam nimis nîsitanaw ê-akimimiht paskowipîsimwa.
   Q. tânispîhk mâna kâ-tipiskahk nimis ispîhk kâ-nîpiniyik?
   _____

6. ispîhk mâna kâ-nîpiniyik cihkêyihtam nimis ta-papâmiskât.
   Q. cihkêyihtam cî nimis ta-papâmiskât ispîhk kâ-nîpiniyik?
   _____

***NOTE: on reduplication**

The weather conditions in these entries are marked with reduplications: reduplicating the first syllable of the word to mark recurrent events or events that are in process at the time of speaking. Reduplication in Cree comes in two forms depending on the situation:

a) Reduplicate the consonant of the first syllable along with a long "*â*" and an "*h*" when the action is one that is known to occur on a regular basis: hence "*kâh-kitowak* – there is thunder" an event that is known to happen in the summer. If the first syllable of the word begins with a vowel then "*ây-"* comes before the first syllable: e.g. regular form: "*âcimow* – he tells a story" and with reduplication: *ây-âcimow* – he tells a story (on a regular basis)

b) Reduplicate the consonant of the first syllable along with a short vowel when the action is one that is in process of occurring, intermittently: hence "*kah*-kitowak – there is thunder" shows that the event is occurring at the time of speaking. If the first syllable begins with a vowel then "*ay*-" precedes the first syllable. Technically, though, the situation marking these actions with words that begin with a vowel is not reduplication since no letter is repeated, but the meaning it reflects in the words is the same as those where reduplication occurs so this is included here.

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FALL - takwâkin

1. ispîhk mâna kâ-takwâkik ôki pîsimwak akimâwak: takwâkipîsim, pinâskowipîsim, êkwa ihkopîwipîsim.
   Q. kêko pîsimwak akimâwak ispîhk kâ-takwâkik?
   _____

2. ispîhk mâna kâ-takwâkik nîpiya pâh-pahkihtinwa, ati-tâh-tahkâyâw êkwa wîpac ta-pipon.
   Q. tânisi mâna kâ-isiwêpahk ispîhk kâ-takwâkik?
   _____

3. ispîhk mâna kâ-takwâkik nitipiskên nîsitanaw nêwosâp ê-akimiht ihkopîwipîsim.
   Q. kiya mâka, tânispîhk mâna kâ-tipiskaman ispîhk kâ-takwâkik?
   _____

4. ispîhk mâna kâ-takwâkik nicihkêyihtên ta-mâcîyân.
   Q. kiya-mâka, kicihkêyihtên cî ta-mâcîyan ispîhk kâ-takwâkik?
   _____

5. ispîhk mâna kâ-takwâkiniyik tipiskam nistês nistomitanaw pêyakosâp ê-akimimiht pinâskowipîsimwa.
   Q. tânispîhk mâna kâ-tipiskahk nistês ispîhk kâ-takwâkiniyik?
   _____

6. ispîhk mâna kâ-takwâkiniyik cihkêyihtam nistês ta-sêsâwipahtât.
   Q. cihkêyihtam cî nistês ta-sêsâwipahtât ispîhk kâ-takwâkiniyik?
   _____

WINTER - pipon

1. ispîhk mâna kâ-pipohk ôki pîsimwak akimâwak: pawâcakinisîsipîsim, kisêpîsim, êkwa mikisiwipîsim.
   Q. kêko pîsimwak akimâwak ispîhk kâ-pipohk?
   _____

2. ispîhk mâna kâ-pipohk kâh-kisinâw, pâh-pîwan êkwa mâh-mispon.
   Q. tânisi mâna kâ-isiwêpahk ispîhk kâ-pipohk?
   _____

3. ispîhk mâna kâ-pipohk nitipiskên nêwosâp ê-akimiht mikisiwipîsim.
   Q. kiya mâka, tânispîhk mâna kâ-tipiskaman?
   _____

4. ispîhk mâna kâ-pipohk nicihkêyihtên ta-yâh-yahkipahosoyân.
   Q. kiya mâka, kicihkêyihtên cî ta-yâh-yahkipahosoyan ispîhk kâ-pipohk?
   _____

5. ispîhk mâna kâ-piponiyik tipiskam niciwâm niyânan ê-akimimiht kisêpîsimwa.
   Q. tânispîhk mâna kâ-tipiskahk niciwâm ispîhk kâ-piponiyik?
   _____

6. ispîhk mâna kâ-piponiyik cihkêyihtam niciwâm ta-sôniskwâtahikêt.
   Q. cihkêyihtam cî niciwâm ta-sôniskwâtahikêt ispîhk kâ-piponiyik?
   _____

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See sections 1.4.A. for a list of numbers and months to help with the above exercise.

NOTE:

Saying the date follows these formulae:
Date in present statements as an independent clause: date *akimâw* month
Date in present statement as part of a subordinate clause: date *ê-akimiht* month

BONUS: a sample calendar for the month of October 2012

pinâskowipîsim

Ayamihêwikîsikâw	pêyakokîsikâw	nîsokîsikâw	nistokîsikâw	nêwokîsikâw	niyânanokîsikâw	Nikotwâsokîsikâw
	1-pêyak akimâw **miyo-kîsikâw**	**2**-nîso akimâw **tahkâyâw**	**3**-nisto akimâw	**4**-nêwo akimâw	**5**-niyânan akimâw **tipiskam nitôtêm.**	**6**-nikotwâsik akimâw
7-têpakohp akimâw	**8**-ayênânêw akimâw **nanâskomowi-kîsikâw**	**9**-kêkâ-mitâtaht akimâw	**10**-mitâtaht akimâw	**11**-pêyakosâp akimâw	**12**-nîsosâp akimâw **yôtin**	**13**-nistosâp akimâw
14-nêwosâp akimâw **ati-yîkwaskwan**	**15**-niyânanosâp akimâw	**16**-nikotwâsosâp akimâw	**17**-têpakohposâp akimâw	**18**-ayênânêwosâp akimâw	**19**-kêkâ-mitâtahtosâp akimâw	**20**-nîsitanaw akimâw **mispon**
21-nîsitanaw pêyakosâp akimâw	**22**-nîsitanaw nîsosâp akimâw	**23**-nîsitanaw nistosâp akimâw	**24**-nîsitanaw nêwosâp akimâw	**25**-nîsitanaw niyânanosâp akimâw	**26**-nîsitanaw nikotwâsosâp akimâw	**27**-nîsitanaw têpakohposâp akimâw
28-nîsitanaw ayênânêwosâp akimâw	**29**-nîsitanaw kêkâ-mitâtahtosâp akimâw **wâwiyêsiw tipiskâwi-pîsim**	**30**-nistomitanaw akimâw	**31**-nistomitanaw pêyakosâp akimâw **cîpayitipiskâw**			

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C. DO: After the students do the foregoing exercise have them prepare similar dialogues using information from their own lives, including their interests. Each student works on the season in which they have a birthday. The following section lists a choice of the more common activities from which the students can get their information for what they like to do. Their projects can include pictures and must have the following topics, with text and questions similar to the units listed in section B. Students prepare their projects for class presentation where they will ask classmates the questions they have prepared:

Class presentation must include the following:

a) season with months;
b) weather activities during that season;
c) student's own birthday;
d) what a student likes to do – this can include three activities;
e) a relative's birthday during that season (**Exercise 4 in Chapter 1** lists relatives);
f) what that relative likes to do during that season.

D. LIKES:

The forms below are ways people express what they like to do in the infinitive form, a type of subjunctive that begins with a ta- followed by subjunctive mood endings of verbs. VAI roots can go in the blanks below:

Put the verb roots of VAI in the following blank for 1st person: ta-_____yân.
Put the verb roots of VAI in the following blank for 2nd person: ta-_____yan.
Put the verb roots of VAI in the following blank for 3rd person: ta-_____t.

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DO: first say what you like to do then ask someone if they like to do that too:

Speaker A:
nicihkêyihtên **ta**-pakâsimo**yân**. – I like to swim
kiya mâka, kicihkêyihtên cî kîsta **ta**-pakâsimo**yan**? – How about you, do you like to swim too?

Speaker b:
Possible answers:
a) namôya, namôya nicihkêyihtên ta- pakâsimoyân. – No, I do not like to swim.
b) âha, nîsta nicihkêyhtên ta-pakâsimoyân. – Yes, I like to swim too.

5.4. DAYS OF THE WEEK

Days of the week are also Inanimate Intransitive verbs (VII). Below is a list of the days of the week in various forms.

ENGLISH	INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
Sunday	ayamihêwi-kîsikâw **It is Sunday**	ê-ayamihêwi-kîsikâk **It is Sunday**	ayamihêwi-kîsikâki **If it is Sunday** (If Sunday comes/ On Sunday)
Monday	pêyako-kîsikâw **It is Monday**	ê-pêyako-kîsikâk **It is Monday**	pêyako-kîsikâki **If it is Monday** (If Monday comes/ On Monday)
Tuesday	nîso-kîsikâw **It is Tuesday**	ê-nîso-kîsikâk **It is Tuesday**	nîso-kîsikâki **If it is Tuesday** (If Tuesday comes/ On Tuesday)
Wednesday	nisto-kîsikâw **It is Wednesday**	ê-nisto-kîsikâk **It is Wednesday**	nisto-kîsikâki **If it is Wednesday** (If Wednesday comes/On Wednesday
Thursday	nêwo-kîsikâw **It is Thursday**	ê-nêwo-kîsikâk **It is Thursday**	nêwo-kîsikâki **If it is Thursday** (If Thursday comes/ On Thursday)
Friday	niyânano-kîsikâw **It is Friday**	ê-niyânano-kîsikâk **It is Friday**	niyânano-kîsikâki **If it is Friday** (If Friday comes/ On Friday)
Saturday	nikotwâso-kîsikâw **It is Saturday**	ê-nikotwâso-kîsikâk **It is Saturday**	nikotwâso-kîsikâki **If it is Saturday** (If Saturday comes/ On Saturday)

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QUESTIONS ABOUT DAYS OF THE WEEK:

1. tânitahto kîsikâw anohc? – What day is today?

   _____

2. tânitahto kîsikâw mâna kâ-mâci-kiskinwahamâkosiyan? – What day do you start school?

   _____

3. tânitahto kîsikâw mâna kâ-kîsi-kiskinwahamâkosiyan? – What day do you finish school?

   _____

4. tânitahto kîsikâw kâ-wî-pê-kiyokêyan? – What day are you coming to visit?

   _____

5.4.a. EXERCISES

A. COMPLETE THE FOLLOWING CHART:

Note the difference in the form of the days of the week when the subjects of the main clause is 1st and 2nd persons in comparision to the forms when the subjects of the main clause is in the 3rd person:

DAY OF THE WEEK: INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
pêyako-kîsikâw It is Monday (Use when subject of main clause is 1st and 2nd person) pêyako-kîsikâ**yiw** It is Monday (Use when subject of main clause is 3rd person)	ê-pêyako-kîsikâk ê-pêyako-kîsikâ**yik**	pêyako-kîsikâki pêyako-kîsikâ**yiki**
nîso-kîsikâw		
nisto-kîsikâw		
nêwo-kîsikâw		
niyânano-kîsikâw		
nikotwâso-kîsikâw		
ayamihêwi-kîsikâw		

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B. CHOOSE THE CORRECT FORM OF THE DAY OF THE WEEK IN THE FOLLOWING:

1. On Monday my friend is going to go to work.

   pêkayo-kîsikâyiki
   wî-nitawi-atoskêw nitôtêm.
   pêyako-kîsikâki

2. On Tuesday I will go and work.

   nîso-kîsikâki
   nika-nitawi-atoskân.
   nîso-kîsikâyiki

3. On Wednesday, his/her friend is going to go to work.

   nisto-kîsikâyiki
   wî-nitawi-atoskêyiwa otôtêma.
   nisto-kîsikâki

4. On Thursday, my friend will try to play.

   nêwo-kîsikâki
   ta-kakwê-mêtawêw nitôtêm.
   nêwo-kîsikâyiki

5. On Friday, his/her friend is going to finish classes.

   niyânano-kîsikâyiki
   wî-kîsi-kiskinwahamâkosiyiwa otôtêma.
   niyânano-kîsikâki

6. On Saturday, my friend is going to dance.

   nikotwâso-kîsikâki
   wî-nîmihitow nitôtêm.
   nikotwâso-kîsikâyiki

7. On Sunday, I'm going to go to the lake.

   ayamihêwi-kîsikâyiki
   niwî-itohtân sâkahikanihk.
   ayamihêwi-kîsikâki

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C. Translate the following:
The days of the week in the following are in two forms: past tense and future conditional form. Go back to 5.3. and 5.3.A for the future conditional forms; for the days of the week in the past tense in the following sentences use the relative clause forms: *kâ-* with past tense marker kî- and the subjunctive endings. The first two are done for you:

1. I went fishing on Saturday.
___nikî-nitawi-kwâskwêpicikân kâ-kî-nikotwâso-kîsikâk_____

2. Do you want to go fishing on Saturday?
___kinohtê-nitawi-kwâskwêpicikân cî nikotwâso-kîsikâki_____

3. He had a bar-b-que on Sunday.
_____

4. Is he going to bar-b-que on Sunday?
_____

5. I went to work on Monday.
_____

6. Are you going to work on Monday?
_____

7. We (exclusive) went shopping on Tuesday.
_____

8. Are you (plural) going to go shopping on Tueday?
_____

9. She went camping on Wednesday.
_____

10. Are you going camping on Wednesday?
_____

VAIs for the above:
maskatêpo – have a bar-b-que
atoskê – work
papâmi-atâwê – go shopping
papâmi-mânokê – go camping

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5.5. TEMPORAL UNITS

Temporal units refer to times of day including the terms for weeks. Here are the more common temporal units which we will encounter during conversations:

If these occur in compound sentences and the subject of one of the clauses is 1st or 2nd person then these are the forms used:

ENGLISH	INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
It is dawn.	wâpan	ê-wâpahk	wâpahki
It is morning.	kîkisêpâw	ê-kîkisêpâk	kîkisêpâki
It is day.	kîsikâw	ê-kîsikâk	kîsikâki
It is noon.	âpihtâ-kîsikâw	ê-âpihtâ-kîsikâk	âpihtâ-kîsikâki
It is afternoon.	pôni-âpihtâ-kîsikâw	ê-pôni-âpihtâ-kîsikâk	pôni-âpihtâ-kîsikâki
It is evening.	otâkosin	ê-otâkosik	otâkosiki
It is night.	tipiskâw	ê-tipiskâk	tipiskâki
It is mid-night.	âpihtâ-tipiskâw	ê-âpihtâ-tipiskâk	âpihtâ-tipiskâki
It is twilight.	wawâninâkwan	ê-wawâninâkwahk	wawâninâkwahki

If these occur in compound sentences and the subject of the main clause is a 3rd person then these are the forms used:

ENGLISH	INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
It is dawn.	wâpaniyiw	ê-wâpaniyik	wâpaniyiki
It is morning.	kîkisêpâyiw	ê-kîkisêpâyik	kîkisêpâyiki
It is day.	kîsikâyiw	ê-kîsikâyik	kîsikâyiki
It is noon.	âpihtâ-kîsikâyiw	ê-âpihtâ-kîsikâyik	âpihtâ-kîsikâyiki
It is afternoon.	pôni-âpihtâ-kîsikâyiw	ê-pôni-âpihtâ-kîsikâyik	pôni-âpihtâ-kîsikâyiki
It is evening.	otâkosiniyiw	ê-otâkosiniyik	otâkosiniyiki
It is night.	tipiskâyiw	ê-tipiskâyik	tipiskâyiki
It is mid-night.	âpihtâ-tipiskâyiw	ê-âpihtâ-tipiskâyik	âpihtâ-tipiskâyiki
It is twilight.	wawâninâkwaniyiw	ê-wawâninâkwaniyik	wawâninâkwaniyiki

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Examples of compound sentences:

1. He's going to arrive at dawn. *wî-takosin wâpaniyiki*.
   Independent clause with 3rd person subject: *wî-takosin*. – He's going to arrive.
   Subordinate clause then agrees with subject: *wâpaniyiki*. – If it is dawn.

2. I'm going to arrive at dawn (tomorrow). *niwî-takosinin wâpahki*.
   Independent clause with 1st person subject: *niwî-takosinin*. – I'm going to arrive.
   Subordinate clause agrees with subject: *wâpahki*. – If it is dawn (tomorrow).

Here are some more temporal units:

Last week.	- otâhk ispayiw
Next week.	- kotak ispayiki
One week.	- pêyak ispayiw
This week.	- anohc kâ-ispayik
Tomorrow.	- wâpahki
Day after tomorrow.	- awasi-wâpahki
Yesterday.	- otâkosîhk
Day before yesterday.	- awasi-tâkosîhk
Last night.	- tipiskohk
Night before last night.	- awasi-tipiskohk
Tonight.	- tipiskâki
Year.	- askîwin
This year.	- anohc kâ-askîwik
Last year.	- otâhk askîwin
Next year.	- kotak askîwiki

TRANSLATE:

1. This year we (incl.) will go to the lake early.

_____

2. Last year they came early.

_____

3. Let's go to town this evening.

_____

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TEMPORAL UNITS IN VARIOUS FORMS:

INDICATIVE:

PRESENT TENSE:	It is morning.	- kîkisêpâw
PAST TENSE:	It was morning.	- kî-kîkisêpâw
FUTURE INTENTIONAL:	It's going to be morning.	- wî-kîkisêpâw
FUTURE DEFINITE:	It will be morning.	- ta-kîkisêpâw
PRESENT WITH PRE-VERB:	Morning's coming.	- pê-kîkisêpâw

SUBJUNCTIVE: Add ê at the beginning of the Indicative, replace last consonant with k if the last vowel is long but if the last vowel is short then use hk:

PRESENT TENSE:	It is morning.	- ê-kîkisêpâk
PAST TENSE:	It was morning.	- ê-kî-kîkisêpâk
FUTURE INTENTIONAL:	It's going to be morning.	- ê-wî-kîkisêpâk
FUTURE DEFINITE:	Not possible in Subjunctive mood	
PRESENT WITH PRE-VERB:	Morning's coming.	- ê-pê-kîkisêpâk
FUTURE CONDITIONAL:	If it is morning.	- kîkisêpâki

5.5.a. DIALOGUE SIX

A: Shaking-Spear!
B: kîkwây!
A: tânitahto tipahikan ôma mêkwâc?*
B: kêkâc nisto tipahikan.
A: kinohtê-nitawi-minihkwân cî pihkatêwâpoy?
B: âhâw, pâcimâsîs nici. pitamâ niwî-kîsihtân ôma.
A: tânispîhk mâka?
B: pâtimâ nici nisto tipahikan mîna âpihtaw ispayiki.
A: âhâw, pê-nâsihkan nici.

A: Shaking-Spear!
B: What!
A: What time is it now?
B: It's almost three o'clock.
A: Do you want to go and drink coffee?
B: Okay, in a little while. For now I want to finish this.
A: When then?
B: Later at three thirty (if/when it comes about).
A: Okay, come get then.

VOCABULARY

kîkwây	- What!	tânitahto	– how many
tipahikan	- time	ôma	- this
kêkâc	- almost	nisto	- three
pihkatêwâpoy	- coffee	âhâw	- okay
pâcimâsîs	- in a little while	nici	- at that time
pitamâ	- for now	kîsihtâ	- finish it (VTA-2)
pâtimâ	- later	mîna	- also
âpihtaw	- half	nâs	- get him/her (VTA)
ispayiki	- if/when it comes	cipahikanis	- minutes
miyâskam	- it goes past	pâmwayês	- before

NOTES

*On asking about time in Cree the usual question is:
tânitahto tipahikan ôma? – What time is it?
In answering the question you can use the following formulas:

On the hour: (number) *tipahikan ôma mêkwâc.* – It is (number) right now.
At half past: (number) *tipahikan mîna âpihtaw.* – It is half past (number).
Past the hour: (number) *cipahikanis miyâskam* (number) *tipahikan*.
It is (number) minutes past (number) o'clock.
Before the hour: (number) *cipahikanis pâmwayês* (number) *tipahikan*.
It is (number) minutes before (number) o'clock.

Of course there are other options to the above: the most common of these options is the use of "*kêkâc* – almost" placed before any of the above formula.

DO

Do the above dialogue with your partner.

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5.5.b. DIALOGUE SEVEN

A: tânitahto tipahikan kâ-wî-kîwêyan ?	**A:** What time are you going home?
B: nânitaw êtikwê niyânan tipahikan ispayiki. tânêhki?	**B:** Perhaps around five o'clock, if/when it comes. Why?
A: ê-pakosêyimoyân ta-pôsihiyan*.	**B:** I am hoping for a ride.
B: âhâw, tânitê mâka ê-wî-itohtêyan?	**A:** Okay, but where is it you're going?
A: awâsis-nâkatawêyimâwasowinihk ê-wî-môsahkinak nikosis.	**B:** At the child-care center, as I am picking up my son.
B: âhâw, êkota nici ka-pêhitin...	**A:** Okay, I'll wait for you there…
A: namôya katâc, namôya wahyaw êkota ohci niwîkinân.	**B**: That's not necessary, we don't live far from there.
B: âhâw.	**A:** Okay.
A: hâw, ninanâskomitin.	**B:** 'kay, thanks so much.
B: pokîspî, pokîspî…	**A:** Anytime, anytime…

VOCABULARY

êtikwê	- about	pakosêyimo	- hope, wish, desire (VAI)
êkota	- there	pôsihin	- give me a ride (VTA-Inv)
namôya katâc	- not necessary	môsahkin	- pick someone up (VTA)
ka-pêhitin	- I will wait for you	namôya wahyaw	– not far
kinanâskomitin	- I thank you	pokîspî	- anytime
awâsis-nâkatawêyimâwasowinihk	- at the Day Care		

NOTES

*The transitive animate verb forms (VTA) above are merely an introduction to these verbs. We'll cover them more extensively at a later date. Note, at this point, the following ways of saying common utterances like "I will wait for you" and "I thank you." The clause "*ta-pôsihiyan*" means literally "for you to give me a ride" and is another VTA-Inv form: more on the "*ta*" with subjunctive mood ending at a later date.

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DO:

After you've finished the dialogue practice asking about the time of daily activities using the following question:

tânitahto tipahikan mâna kâ-*waniskâ*yan
What time do you usually get up?

Replace the underlined Animate Intransitive verb-root with any other verb root that deals with daily activities. The answer to the above question will use the Indicative form of the verb as in

têpakohp tipahikan mâna ni*waniskâ*n – I usually get up at seven o'clock.

You could also ask about some future intended activity with the use of the future intentive "*wî-*" following the relative clause marker "*kâ-*". Verbs that use this "*kâ-*" marker are in the subordinate clause and their endings will be the same as the "*ê-*" subjunctive/conjunct marker. So, here is the question that would ask about some future intended activity:

tânitahto tipahikan kâwî-*kîwê*yan – What time do you intend to go home?

5.6. <u>TIME PHRASES:</u>

Common Expressions:...place time here in blanks.

1. I'll meet you at__(time)__tomorrow.
   kika-nakiskâtin__(time)__wâpahki
   ...in the morning
   ...kîkisîpâyâki
   ...at noon
   ...âpihtâkîsikâki
   ...in the afternoon
   ...pôni-âpihtâkîsikâki
   ...late afternoon/early evening
   ...otâkosiki
   ...at night
   ...tipiskâki

2. I'll see you at __(time)__tomorrow.
   kika-wâpamitin__(time)__wâpahki

3. I want to see you at__(time)__tomorrow.
   kinohtê-wâpamitin__(time)__wâpahki

4. Come see me tomorrow at__(time__.
   pê-wâpamihkan__(time)__wâpahki

5. Come visit me tomorrow at__(time)__.
   pê-kiyokawihkan__(time)__wâpahki

6. Can you come see me at__(time)__tomorrow?
   kakî-pê-wâpamin nâ__(time)__wâpahki?

7. What time does the store, etc. close?
   tânitahto tipahikan kâ-kipahikâtêk_____?

<u>Buildings</u>

atâwêwikamik - store
kiskinwahamâtowikamik - school
oyasowêwiyiniwikamik (pântwâhpis) - Band Office
maskihkîwikamikos – clinic
kipahotowikamik – Jail
âhkosîwikamik - hospital (maskihkîwikamik)
simâkanisîwikamik - Police Station
oyasowêwikamik – court house

To use the above in a sentence asking, or talking about location, you need to add the following locative endings.

Place the nouns with the proper locative endings in the blanks below:

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8. What time is_____open?
tânitahto tipahikan kâ-yohtênikâtêk _____?

9. When is the meeting? tânispîhk kâ-mâmawipinânowik?
When is the dance? tânispîhk kâ-nîmihitowinâniwik? or
tânispîhk kâ-nîmowinâniwik?
When is the movie? tânispîhk kâ-cikâstîpathihcikâniwik?

When are we going fishing?
tânispîhk kâ-wî-nitawi-kwâskwîpicikiyahk?

10. When is the ____ open? tânispîhk kâ-yohtênikâtêk ____?

Possible answers to the above questions:

11. after_____.
pôni-_____/after_____.
egs.:

after the meeting	pôni-mâmawapinâniwiki
after the wedding	pôni-wîkihtonânowiki
after the feast	pôni-wîhkônânowiki
after the games	pôni-mêtawânowiki
after church service	pôni-ayamihâwinânowiki

12. before_____. (The above forms minus the pôni-(PV)can be placed in the blank.)
mwayî- (PV)_____. /before _____.

13.	early	wîpac
14.	yesterday	otâkosîhk
15.	day before yesterday	awasi-tâkosîhk
16.	already	âsay
17.	not yet	namôya cêskwa
18.	Later	mwêstas
19.	Later on	pâtimâ
20.	Not for now	namôya pitamâ
21.	In a little while	wîpacîs
22.	A little while later	pâcimâsîs
23.	Never	namôya wihkâc
24.	Every now and then	âyâskaw
25.	Sometimes	âskaw
26.	Every	tahto- (PV)
26.	All the time	kapê
27.	Forever and ever	kâkikê mîna kâkikê

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5.6.a. REVIEW OF TEMPORAL UNITS:

1. DAYS OF THE WEEK:

Sunday (it is)	ayamihêwi-kîsikâw
Monday (it is)	pêyako-kîsikâw
Tuesday (it is)	nîso-kîsikâw
Wednesday (it is)	nisto-kîsikâw
Thursday (it is)	nêwo-kîsikâw
Friday (it is)	niyânano-kîsikâw
Saturday (it is)	nikotwâsiko-kîsikâw

2. FUTURE

When Sunday comes ayamihêwi-kîsikâki
= When it is Sunday

- for these future conditions of events simply drop the "*w*" from the above days and add "-*ki*"

3. PAST

When it was Sunday kâ-kî-ayamihêwi-kîsikâk

- for these past events add "*kâ-kî-*" to the above days of the week at the beginning then add "*k*" at the end after the "*w*" has been dropped

4. OTHER TEMPORAL WORDS

All night	kapê-tipisk
All day	kapê-kîsik
This week	anohc kâ-ispayik
Next week	kotak-ispayiki
Last week	otahk-ispayiw
Tomorrow	wâpahki
The day after tomorrow	awasi-wâpahki
Yesterday	otâkosîhk
The day before yesterday	awasi-tâkosîhk
Last night	tipiskohk
The night before last	awasi-tipiskohk
As it comes about	ê-ispayik
It comes/happens	ispayin

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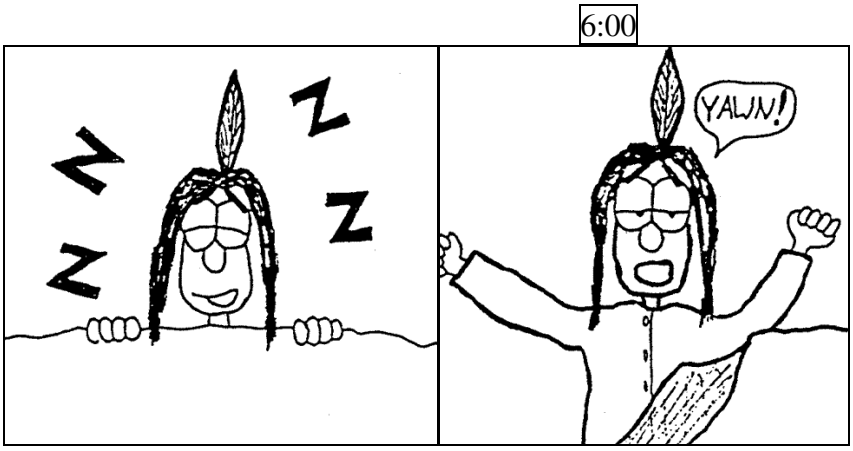
5.6.b. Read the text then answer the questions:



kapê-tipisk nikî-nipân.

wîpac kîkisêp nikî-waniskân, nânitaw êtikwê nikotwâsik tipahikan ê-ispayik.

QUESTIONS:

1. kapê-tipisk cî awa kî-nipâw?

_____

2. kiya mâka, kapê-tipisk cî kikî-nipân tipiskohk?

_____

3. wîpac cî awa kî-waniskâw?

_____

4. kiya mâka, wîpac cî kikî-waniskân kîkisêp?

_____

5. tânitahto tipahikan mâna kâ-waniskâyan kâ-kîkisêpâk?

_____

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6:30

nikî-kîsitêpon nikotwâsik tipahikan mina âpihtaw ê-ispayik.

6:50

nikî-mâci-kîkisêpâ-mîcison mitâtaht cipahikanis pâmwayês têpakohp tipahikan ê-ispayik.

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QUESTIONS:

1. tânitahto tipahikan mâna kâ-kîsitêpot awa nâpêw?

_____

2. kiya mâka, tânitahto tipahikan mâna kâ-kîsitêpoyan?

_____

3. tânitahto tipahikan mâna kâ-kîkisêpâmîcisot awa nâpêw?

_____

4. kiya mâka, tânitahto tipahikan mâna kâ-kîkisêpâmîcisoyan?

_____

5. tahto-kîkisêpâw cî mâna kikîkisêpâmîcison?

_____

7:20

nitati-kisîpêkiyâkanân nânitaw nîsitanaw cipahikanis ê-miyâskahk têpakohp tipahikan ê-ispayik.

7:40

nikîsi-kâsiyâkanân nîsitanaw cipahikanis pâmwayês ayênânêw tipahikan ê-ispayik. nipakwâtên ta-kisîspêkiyâkanêyân.

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QUESTIONS:

1. tânitahto tipahikan mâna kâ-ati-kisîpêkiyâkanêt awa nâpêw?

_____

2. kiya mâka, tânitahto tipahikan mâna kâ-kisîpêkiyâkanêyan?

_____

3. pakwâtam cî ta-kisîpêkiyâkanêt awa awêkâ cî cihkêyihtam?

_____

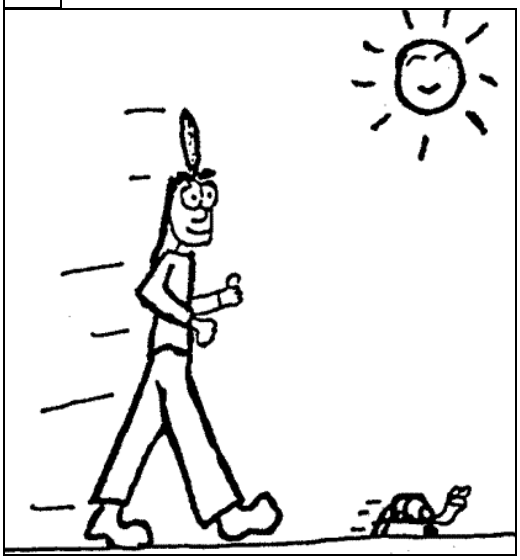
4. kiya mâka, kicihkêyihtên cî ta-kisîpêkiyâkanêyan awêkâ cî kipakwâtên?

_____

5. tânitahto tipahikan mâna kîsi-kâsiyâkanêw awa nâpêw?

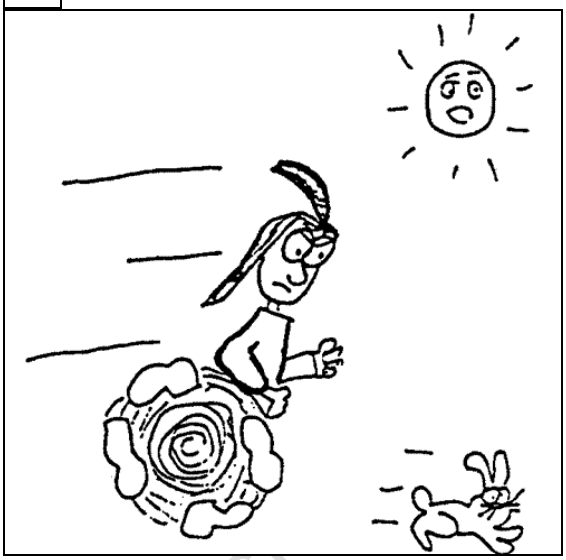
_____

8:00



ayênânêw tipahikan ê-ispayik nipimohtân kihcikiskinwahamâtowikamikohk isi ê-nitawi-kiskinwahamâkosiyân.

9:15



iyaw! nimwêstasisinin! âsay niyânanosâp cipahikanis miyâskam kêkâ-mitâtaht tipahikan. kwayask nitati-sôhki-pimipahtân.

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QUESTIONS:

1.tânitahto tipahikan ê-ispayiyik kâ-pimohtêt kihcikiskinwahamâtowikamikohk isi?

_____

2. kiya mâka, tânitahto tipahikan mâna kâ-itohtêyan kihcikiskinwahamâtowikamikohk?

_____

3. mwêstasisiniw cî awa nâpêw?

_____

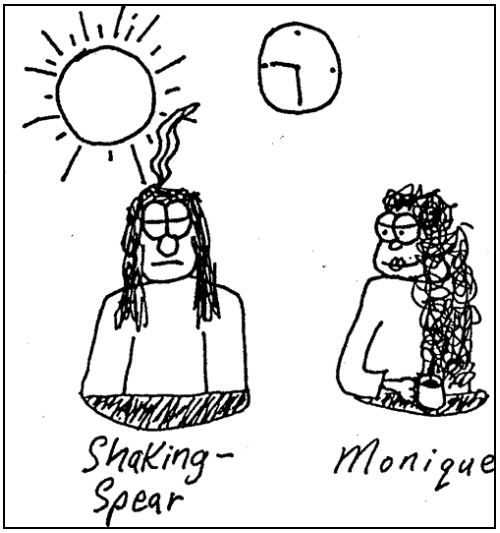
4. kiya mâka, kinihtâ-mwêstasisinin cî mâna?

_____

5. tânitahto tipahikan ê-ispayiyik awa kâ-mâci-sôhki-pimipahtât?

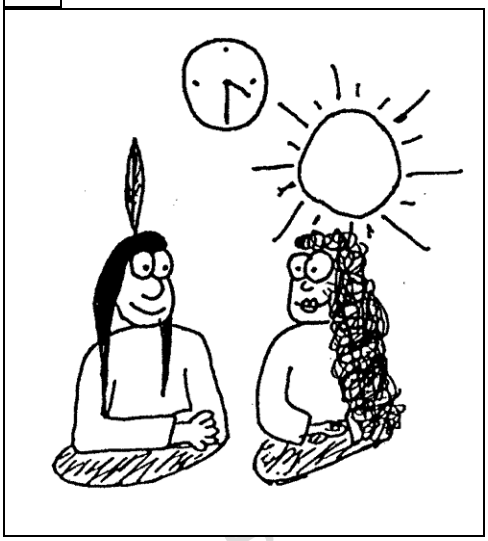
_____

9:30



kêkâ-mitâtaht tipahikan mîna âpihtaw ê-kîkisêpâk nitakohtân mâka âsay kîsi-kiskinwahamâkosiwak niwîcêwâkanak.

4:30



nipôni-kiskinwahamâkosin nêwo tipahikan mîna âpihtaw ê-ispayik kâ-pôni-âpihtâkîsikâk.nicihkêyihtên ayisk ê-wî-nîmihitoyân tipiskâki.

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QUESTIONS:

1.tânitahto tipahikan ê-kîkisêpâyik takohtêw okiskinwahamâkosihk?

_____

2. âsay cî kîsi-kiskinwahamâkosiyiwa owîcêwâkana?

_____

3. kiya mâka, tânitahto tipahikan mâna kitakohtân kikiskinwahamâkosihk?

_____

4. tânitahto tipahikan mâna kâ-pôni-kiskinwahamâkosicik Shaking-Spear êkwa Monique?

_____

5. tânêhki awa Shaking-Spear kâ-cihkêyihtahk?

_____

2:00

wahwâ! kwayask nimôcikihtân. osâm piko kapê-tipisk ê-nîmihitoyân. nîso tipahikan ê-kîkisêpâk isko ninîmihiton.

4:00

nêwo tipahikan ê-kîkisêpâk nitati-kawisimon. âhpô êtikwê kîkisêpâki mâka mîna wîpac nika-waniskân. takî-ihkin mâni-mâka.

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QUESTIONS:

1. kî-môcikihtâw cî Shaking Spear?

_____

2. tânitahto tipahikan isko kî-nîmihitow?

_____

3. kiya mâka, kinîmihiton cî mâna isko nîso tipahikan ê-kîkisêpâk?

_____

4. tânitahto tipahikan kâ-ati-kawisimot?

_____

5. kiya mâka, tânitahto tipahikan mâna kâ-kawisimoyan?

_____

5.6.c. EXERCISES

A. In the sentences below keep the times of day (VII) as they are but change the following action verbs (VAI) to correspond in tense to the VII:

1. tipiskohk wîpac ni**ka**-kawisimon. (Last night I went to bed early.)
_____

2. tipiskâki ni**kî**-nitawi-nîmihitonân. (We (excl.) will go dance tonight.)
_____

3. wîpac kîkisêp ki**wî**-kakwê-waniskânaw (We (incl.) tried to get up early this morning.)
_____

4. âpihtâ-kîsikâyiki **kî**-pê-mîcisowak. (They will come to eat at noon.)
_____

5. otâkosiniyiki **ta**-kîwêw. (He is going to go home this evening.)
_____

6. wîpac kîkisêp **ta**-papâsi-waniskâw. (Early this morning she/he got up in a hurry.)
_____

7. kîkisêpâyiki **kî**-kiskinwahamâkosiw. (In the morning he/she will go to class.)
_____

8. ispîhk kâ-kîkisêpâk ni**wî**-kistâpitêhon. (When it is morning I brush my teeth.)
_____

9. âpihtâ-kîsikâyiki **wî**-ayamihcikêw. (She/he will read at noon.)
_____

10. pôni-âpihtâ-kîsikâki ni**kî**-masinahikân. (I'm going to write this afternoon.)
_____

11. ispîhk kâ-âpihtâ-kîsikâk ki**ka**-mâci-kiskinwahamâkosin. (When it is noon you start class.)
_____

12. otâkosiki ni**ka**-kakwê-kîsitêpon. (I'm going to try to cook this evening.)
_____

13. tipiskohk **wî**-sôhki-nîmihitow. (She/he danced hard last night.)
_____

14. tipiskâki ki**kî**-nitawi-nikamon. (You will go and sing tonight.)
_____

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B. Read the text below the picture then answer the questions:
Words needed: *âha* – yes; and *namôya* - no.
Highlighting the difference of time of day forms when the subject of the independent clause verb is 3rd person as is the text under the picture as well as the Q1 in each and when the subject is 2nd and 1st person as in Q2.

1: ispîhk kâ-tipiskâyik ati-nohtêkwasiw.
Q1: nohtêkwasiw cî awa ispîhk kâ-tipiskâyik?

_____

_____

Q2: kiya mâka, kitati-nohtêwasin cî ispîhk kâ-tipiskâk?

_____

_____

2: ispîhk kâ-tipiskâyik pêyako-kawisimow.
Q1: kâkîsimow cî awa ispîhk kâ-tipiskâyik?

_____

_____

Q2: kiya mâka, kikawisimon cî ispîhk kâ-tipiskâk?

_____

_____

3: ispîhk kâ-tipiskâyik matwêhkwâmiw.
Q1: matwêhkwâmiw cî awa ispîhk kâ-tipiskâyik?

_____

_____

Q2: kiya mâka, kimatwêhkwâmin cî ispîhk kâ-tipiskâk?

_____

_____

4: nisihkâci-waniskâw ispîhk kâ-kîkisêpâyik.
Q1: nisihkâci-kawisimow cî awa ispîhk kâ-kîkisêpâyik?

_____

_____

Q2: kiya mâka, kikawisimon cî ispîhk kâ-kîkisêpâk?

_____

_____

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5: ispîhk kâ-kîkisêpâyik ati-kistâpitêhow.
Q1: ati-kistâpitêhow cî awa ispîhk kâ-kîkisêpâyik.

_____

_____

Q2: kiya mâka, kikistâpitêhon cî ispîhk kâ-kîkisêpâk?

_____

_____

6: ispîhk kâ-kîkisêpâyik pêyahtaki-sîkahow.
Q1: pêyahtaki-sîkahow cî awa ispîhk kâ-kîkisêpâyik?

_____

_____

Q2: kiya mâka, kisîkahon cî ispîhk kâ-kîkisêpâk?

_____

_____

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7: ispîhk kâ-kîkisêpâyik kâsihkwêw.
Q1: kâsihkwêw cî awa ispîhk kâ-kîkisêpâyik?

_____

_____

Q2: kiya mâka, kikâsihkwân cî ispîhk kâ-kîkisêpâk?

_____

_____

8: ispîhk kâ-âpihtâ-kîsikâyik mâci-nohtêkatêw.
Q1: mâci-nohtêkwasiw cî awa ispîhk kâ-âpihtâ-kîsikâyik?

_____

_____

Q2: kiya mâka, kinohtêkatân cî ispîhk kâ-âpihtâ-kîsikâk?

_____

_____

9: ispîhk kâ-âpihtâ-kîsikâyik minihkwêw.
Q1: minihkwêw cî awa ispîhk kâ-âpihtâkîsikâyik?

_____

_____

Q2: kiya mâka, kiminihkwân cî ispîhk kâ-âpihtâkîsikâk?

_____

_____

10: ispîhk kâ-otâkosiniyik ayamihcikêw.
Q1: ayamihcikêw cî awa ispîhk kâ-otâkosiniyik?

_____

_____

Q2: kiya mâka, kitayamihcikân cî ispîhk kâ-otâkosik?

_____

_____

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11: ispîhk kâ-tipiskâyik nikamow.
Q1: nikamow cî awa ispîhk kâ-tipiskâyik?

_____

_____

Q2: kiya mâka, kinikamon cî ispîhk kâ-tipiskâk?

_____

_____

12: ispîhk kâ-âpihtâ-tipiskâyik nîmihitow.
Q1: nîmihitow cî awa ispîhk kâ-âpihtâ-tipiskâyik?

_____

_____

Q2: kiya mâka, kinîmihiton cî ispîhk kâ-âpihtâ-tipiskâk?

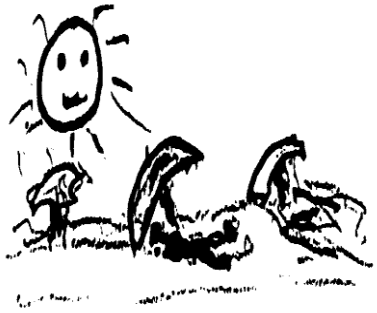
_____

_____

C. PAIR UP TO DO THE FOLLOWING:

Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. mispon êkota.
It snows there.

Q. kimiwan cî ôta?
Does it rain here?
A.i. namôya, mispon êkota.
ii. namôya, namôya kimiwan êkota.
iii. namôya, namôya kimiwan êkota, mispon anima.



Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. miyo-kîsikâw êkota.
It's a nice day there.

Q. miyo-kîsikâw cî ôta?
Is it a nice day here?
A.i. âha, miyo-kîsikâw êkota.

Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. kîsopwêyâw êkota.
It is warm there.
Q. kîsopwêyâw cî ôta?
I*s it warm here?*
A. âha, kîsopwêyâw êkota.

Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. ati-kimiwan êkota.
It begins to rain there.
Q. ati-kimiwan cî ôta?
Does it begin to rain here?
A. âha, ati-kimiwan êkota.

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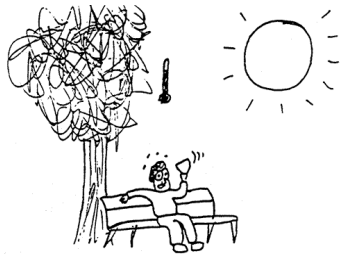
Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. kimiwan êkota.
It rains there.

Q. mispon cî ôta?
Does it snow here?
A.i. namôya, kimiwan êkota.
ii. namôya, namôya mispon êkota.
iii. namôya, namôya mispon êkota, kimiwan anima.

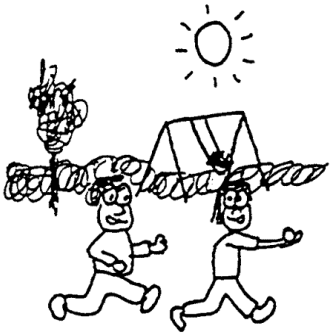


Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. kisâstêw êkota.
It's a hot day there.

Q. tahkâyâw cî ôta?
Is it a cold day here?
A.i. namôya, kisâstêw êkota.
ii. namôya, namôya tahkâyâw.
iii. namôya, namôya tahkâyâw, kisâstêw anima êkota.

Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. kisinâw êkota.
It is very cold there.

Q. yôtin cî ôta?
Is it windy here?
A.i. namôya, kisinâw êkota.
ii. namôya, namôya yôtin êkota.
iii. namôya, namôya yôtin êkota, kisinâw anima.



Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. wâsêskwan êkota.
It's a clear sunny day there.

Q. miyo-kîsikâw cî ôta?
Is it a nice day here?
A.i. âha, miyo-kîsikâw êkota.
wâsêskwan anima!

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Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. sôhkiyôwêw êkota.
It is very windy there

Q. sôhkiyôwêw cî ôta?
I*s it very windy here?*
A. âha, sôhkiyôwêw êkota.

Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. tahkâyâw êkota.
It is a cold day there.

Q. tahkâyâw cî ôta?
Is it a cold day here?
A. âha, tahkâyâw êkota.

Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. ati-yîkwaskwan êkota.
It begins to be cloudy there.

Q. yôtin cî ôta?
Is it windy here?
A.i. namôya, ati-yîkwaskwan êkota.
ii. namôya, namôya yôtin êkota.
iii. namôya, namôya yôtin êkota, yîkwaskwan anima êkota.

Q. tânisi kâ-isiwêpahk ôta?
What's the weather like here?
A. yôtin êkota.
It's windy there.

Q. ati-yîkwaskwan cî ôta?
Is it getting cloudy here?
A.i. namôya, yôtin êkota.
ii. namôya, namôya ati-yîkwaskwan
iii. namôya, namôya ati-yîkwaskwan, yôtin êkota.

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5.7. REVIEW: INANIMATE INTRANSITIVE VERBS

5.7.a. DAYS OF THE WEEK:

INDICATIVE	SUBJUNCTIVE: Put ê at the beginning, replace the last w with k	FUTURE CONDTIONAL: Drop ê from subjunctive forms then add i
pêyako-kîsikâw	ê-pêyako-kîsikâk	pêyako-kîsikâki
nîso-kîsikâw	ê-nîso-kîsikâk	nîso-kîsikâki
nisto-kîsikâw	ê-nisto-kîsikâk	nisto-kîsikâki
nêwo-kîsikâw	ê-nêwo-kîsikâk	nêwo-kîsikâki
niyânano-kîsikâw	ê-niyânano-kîsikâk	niyânano-kîsikâki
nikotwâso-kîsikâw	ê-nikotwâso-kîsikâk	nikotwâso-kîsikâki
ayamihêwi-kîsikâw	ê-ayamihêwi-kîsikâk	ayamihêwi-kîsikâki

5.7.b. WEATHER CONDITIONS

INDICATIVE	SUBJUNCTIVE:	FUTURE CONDTIONAL:
It rains - kimiwan	ê-kimiwahk	kimiwahki
It drizzles - kimiwasin	ê-kimiwasik	kimiwasiki
It rains heavy – pahkipêstâw	ê-pahkipêstâk	pahkipêstâki
It pours – sîkipêstâw	ê-sîkipêstâk	sîkipêstâki
It's foggy – yîkowan	ê-yîkowahk	yîkowahki
It snows - mispon	ê-mispok	mispoki
It is drifting snow – pîwan	ê-pîwahk	pîwahki
It is windy – yôtin	ê-yôtihk	yôtihki
It is sunny – wâsêskwan	ê-wâsêskwahk	wâsêskwahki
It is cloudy – yîkwaskwan	ê-yîkwaskwahk	yîkwaskwahki
It freezes – ahkwatin	ê-ahkwatihk	ahkwatihki
It melts – tihkitêw	ê-tihkitêk	tihkitêki
It is hot – kisâstêw	ê-kisâstêk	kisâstêki
It is warmish – kîsopwêyâw	ê-kîsopwêyâk	kîsopwêyâki
It is warm - kîsopwêw	ê-kîsopwêk	kîsopwêki
It is cold – tahkâyâw	ê-tahkâyâk	tahkâyâki
It is very cold – kisinâw	ê-kisinâk	kisinâki
It's a nice day – miyo-kîsikâw	ê-miyo-kîsikâk	miyo-kîsikâki
It's a miserable day – maci-kîsikâw	ê-maci-kîsikâk	maci-kîsikâki
It's a nasty day – wîpâci-kîsikâw	ê-wîpâci-kîsikâk	wîpâci-kîsikâki

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5.7.c. TIMES OF DAY

INDICATIVE	**SUBJUNCTIVE:Put ê at the beginning, replace the last w or n with k or hk**	**FUTURE CONDTIONAL: Drop ê from subjunctive forms then add i**
wâpan – It is dawn/day.	ê-wâpahk	wâpahki
kîkisêpâw – It is morning.	ê-kîkisêpâk	kîkisêpâki
kîsikâw – It is day.	ê-kîsikâk	kîsikâki
âpihtâ-kîsikâw – It is noon.	ê-âpihtâ-kîsikâk	âpihtâ-kîsikâki
pôni-âpihtâ-kîsikâw – It is afternoon.	ê-pôni-âpihtâ-kîsikâk	pôni-âpihtâ-kîsikâki
otâkosin – It is evening.	ê-otâkosik	otâkosiki
tipiskâw – It is night.	ê-tipiskâk	tipiskâki
âpihtâ-tipiskâw – It is midnight.	ê-âpihtâ-tipiskâk	âpihtâ-tipiskâki
wawâninâkwan – It is twilight.	ê-wawâninâkwahk	wawâninâkwahki

5.7.d. SEASONS

INDICATIVE	**SUBJUNCTIVE**	**FUTURE CONDITIONAL**
sîkwan – It is sping.	ê-sîkwahk	sîkwahki
nîpin – It is summer.	ê-nîpihk	nîpihki
takwâkin – It is fall.	ê-takwâkik	takwâkiki
pipon – It is winter.	ê-pipohk	pipohki

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5.8. EXERCISES WITH VAIs and VIIs:
A. Change the following VAIs into their subjunctive forms, then translate:

1. nikî-nipân otâkosîhk.
   _____
2. âsay cî kikî-mîcison.
   _____
3. kî-mâtow.
   _____
4. kî-nîpâyâstêw.
   _____
5. nikî-otâkwani-mîcison.
   _____
6. masinahikêyiwa.
   _____
7. wî-mêtawêwak wayawîtimihk.
   _____
8. kitâkayâsîmonâwâw cî.
   _____
9. kikî-ayamihcikânaw âsay.
   _____
10. kî-sôhki-atoskêw.
    _____

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B. Complete the following:

1. If "*mîciso*" is the AI verb root of "eat" and "*nohtê*" is the pre-verb for "to want to", how would you write the following in Cree?

a) Do you want to eat? _____

b) Let's eat. _____

c) He wanted to eat. _____

d) They want to eat. _____

e) We (incl.) will want to eat. _____

f) We (excl.) are going to want to eat later. _____

g) Did you (pl.) want to eat? _____

h) Eat (you-pl) later. _____

2. Put the II verb "*miyokîsikâw* – it is a nice day" into the following forms and translate each form:

a) Subjunctive Mood, past tense:
_____

b) Indicative Mood; future definite tense:
_____

c) Past tense, Indicative Mood:
_____

d) Indicative Mood with pre-verb "*ati*" and in the future intentive tense:
_____

e) Future Conditional form:
_____

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3. Put the II verb "*yôtin* - it is windy" into the following forms and translate:

a) Subjunctive Mood, past tense:
_____

b) Indicative Mood; future definite tense:
_____

c) Past tense, Indicative Mood:
_____

d) Indicative Mood in the future intentive tense:
_____

e) Future Conditional form:
_____

C. Answer the following questions in Cree.

1. tânisi?

_____

2. tânisi kitisiyihkâson?

_____

3. tânitê ohci kiya kayahtê?

_____

4. tânisi kâ-isiwêpahk mêkwâc?

_____

5. âsay cî kikî-mîcison?

_____

D. Complete the following (the personal pronouns are used only to identify the actor of the sentences—the verbs are in their verb-root forms, they need to be placed in their correct forms). Times of day will dictate the tenses of the VAIs:

1. nâpêsisak (nohtê-nitawi-mêtawê) wayawîtimihk mwêstas.
   (The boys will want to go and play outside later.)

   _____

2. ana iskwêw (nihtâ-âkayâsîmo).
   (That woman knows how to speak English.)

   _____

3. niya (sôhki-atoskê) tipiskohk.
   (I worked hard last night.)

   _____

4. âsay cî kiyawâw (mîciso)?
   (Did you (pl.) eat already?)

   _____

5. (nêhiyawê) cî kiya?
   (Do you speak Cree!)

   _____

6. (sipwêhtê) kiyânaw. (IMP.MD.)
   (Let's leave.)

   _____

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7. wîpac (kîwê) niyanân (Fut. Int. tense).
(We intend to go home soon.)
_____

8. John otôtêma (nihtâ-pwâtisimo).
(John's friend knows how to dance poe-wow.)
_____

9. êkâwiya (nipâ) kiyawâw (IMP. MD.)
(Don't sleep!)
_____

10. mahti (kakwê-nêhiyawê) kiyawâw.
(Please try to speak Cree)
_____

E. Using the times of day as reference put the following verbs (in brackets) into their correct tenses as well as in their correct person (the future tense could be in either the future intentive tense "*wî*" or the future definite "*ka*" [for 1st and 2nd persons] or "*ta*" [for 3rd persons]):

1. otâkosîhk (miyo-mêtawê) awâsisak.
(Yesterday the children played good.)
_____

2. otâkosiki (nitawi-atoskê) niya
(I intend to go to work this evening.)
_____

3. tipiskohk cî (pê-itohtê) wiya?
(Did she/he come last night?)
_____

4. tipiskâyiki (kakwê-masinahikê) otôtêma.
(Her/his friend is going to write tonight.)
_____

5. âpihtâkîsikâki cî (nitawi-mêtawê) kiyawâw?
(Are you going to go and play at noon?)
_____

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F. Correct the tense in the following VAI forms using the times of day as your cue for the tenses needed in the VAI forms (take the English translation as your cue):

1. tipiskâki nikî-sôhki-atoskân (Tonight I will work hard).

_____

2. kîkisêp wî-kakwê-sipwêhtêwak wîpac. (This past morning they tried to leave early.

_____

3. tipiskohk ta-nitawi-mêcawêsiyiwa otôtêma pinkô. (Last night his friend went to play a little bingo.)

_____

4. wâpahki cî ê-kî-nohtê-nitawi-pwâtisimoyêk? (Tomorrow are you going to want to go and dance pow-wow?

_____

5. mispon êkâwiya nipâhkan wayawîtimihk. (If it snows, don't sleep outside.)

_____

6. kimiwahki ati-kîwêtân. (If it rains, let's go home.)

_____

7. âpihtâkîsikâki cî kikî-nitawi-mîcisonâwâw? (If/when it is noon, are you going to go and eat?)

_____

8. ati-pipohki kî-ati-nihtâ-nêhiyawêw ana iskwêsis. (If/when winter comes, that girl will start speaking Cree well.)

_____

9. otâkosîhk nika-pôni-âkayâsîmonân. (Yesterday we stopped speaking English.)

_____

10. ati-tahkâyâki êkâwiya nipâ wayawîtimihk. (If/when it gets cold, don't sleep outside).

_____

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Chapter Six
POSSESSIVES: KINSHIP TERMS

6. THE NATURE OF POSSESSIVES IN CREE

Possessives can be either alienable or inalienable. Alienable possessive forms are those that can undergo a transfer of ownership. Inalienable possessive forms cannot undergo a transfer of ownership. Examples of alienable possessive nouns are objects like hat and shoe (conjugated below) while inalienable nouns include body parts and kinship terms.

Like the verbs, nouns in possessive forms can be conjugated as in the following alienable nouns (the noun is underlined below):

astotin - hat		**maskisin - shoe**	
1. nit<u>astotin</u>	- my hat	1. ni<u>maskisin</u>	- my shoe
2. kit<u>astotin</u>	- your hat	2. ki<u>maskisin</u>	- your shoe
3. ot<u>astotin</u>	- her/his hat	3. o<u>maskisin</u>	- her/his shoe
3'. ot<u>astotin</u>iyiw	- her/his friend's hat	3'.o<u>maskisin</u>iyiw	- his/her friend's shoe
1P nit<u>astotin</u>inân	- our hat	1P ni<u>maskisin</u>inân	- our shoe
21 kit<u>astotin</u>inaw	- our hat	21 ki<u>maskisin</u>inaw	- our shoe
2P kit<u>astotin</u>iwâw	- your hat	2P ki<u>maskisin</u>iwâw	- your shoe
3P ot<u>astotin</u>iwâw	- their hat	3P o<u>maskisin</u>iwâw	- Their shoe
3'P ot<u>astotin</u>iyiwa	- Their friend's hat	3'P o<u>maskisin</u>iyiwa	- Their friend's shoe

The underlined spaces above show the root word before taking on the possessive form.

RULE: Use a connective "*t*" for nouns that begin with a vowel for 1st and 2nd person forms.

Nouns that begin with "*mi*" have different forms depending on whether the noun is alienable or inalienable. Let's look at those nouns that begin with "*mi*:"

INALIENABLE NOUN micihciy - hand		**ALIENABLE NOUN** mistikowat - box	
1. nicihciy	- my hand	1 nimistikowat	- my box
2. kicihciy	- your hand	2 kimistikowat	- your box
3. ocihciy	- her/his hand	3 omistikowat	- her/his box
3' ocihciyiw	- her/his friend's hand	3' omistikowatiyiw	- her/his friend's box
1P nicihcînân	- our hand	1P nimistikowatinân	- our box
21 kicihcînaw	- our hand	21 kimistikowatinaw	- our box
2P kicihcîwâw	- your hand	2P kimistikowatiwâw	- your box
3P ocihcîwâw	- their hand	3P omistikowatiwâw	- their box
3'P ocihciyiwa	- their friend's hand	3'P omistikowatiyiwa	- their friend's box

RULE: For those inalienable nouns that begin with "*mi*" – drop the "*mi*" then add the appropriate person indicators "*n*," "*k*" or "*o*." All alienable nouns including those that begin with "*mi*" take on the "*ni*," "*ki*"and "*o*" possesseive markers.

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6.1. KINSHIP TERMS

In conversations about yourself you will often want to tell people about your family: how many brothers and sisters you have, or if you are a parent yourself, how many children you have. There are two ways of giving this type of information: in one way you would use the Transitive Animate Verb "*ayâw* - have him/her" as in the following:

nitayâwâwak nisto nistêsak.
I have three older brothers.

However, there are two serious problems with that particular way of talking: 1) this form, though grammatical, is never used because 2) it indicates that you possess, as in owning, other human beings. Clearly problem number two is the more serious problem since no other human should have possession of another.

Although the above phrase is syntactically correct, semantically it gives rise to a serious problem that people would not accept. Therefore, the acceptable way of expressing the idea that you have relatives does not include the VTA "*ayâw*" but rather the idea of possession is included within the kinship term in its animate intransitive verb form "*ostêsi* – have an older brother." Thus "*nisto nitostêsin* = I have three older brothers." Here then is a list of kinship terms; one column shows "my, yours, and his" (but keep in mind that these can be inflected for all the forms in the conjugation patterns) and the other shows the animate intransitive verb forms "I have, you have, and he has (kin)."

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NOUNS		VERBS	
Older brother			
nistês	- my older brother	nitostêsin	- I have an older brother(s)
kistês	- your older brother	kitostêsin	- You have an older brother(s)
ostêsa	- Her/his older brother	ostêsiw	- She/he has an older brother(s)
Older sister			
nimis	- my older sister	nitomisin	- I have an older sister(s)
kimis	- your older sister	kitomisin	- You have an older sister(s)
omisa	- Her/his older sister	omisiw	- She/he has an older sister(s)

6.2. KINSHIP TERMS: VERBS AND NOUNS

Kinship terms can be in a verb form but they can also be in the noun form. In fact talking about kin in the noun form is more common than talking about them in the verb form. While English has the generic terms brother, sister, mother, father, and so on, Cree does not have those terms as such but instead one must use the possessive forms in talking about these family members. Compare the following list of verbs and their noun counterparts:

VAI – forms		Nouns	
osîmisi	- have a younger sibling	nisîmis	- my younger sibling
ostêsi	- have an older brother	nistês	- my older brother
omisi	- have an older sister	nimis	- my older sister
okosisi	- have a son	nikosis	- my son

otânisi	- have a daughter	nitânis	- my daughter
ôsisimi	- have a grandchild	nôsisim	- my grandchild
owîkimâkani	- have a spouse	niwîkimâkan	- my spouse
otawâsimisi	- have a child	nitawâsimis	- my child
wîtisâni	- have a sibling	nîtisân	- my sibling
ohtâwîmâwi	- be a father	nohtâwiy	- my father
okâwîmâwiy	- be a mother	nikâwiy	- my mother
ohkomimâwi	- be a grandmother	nohkom	- my grandmother
omosômimâwi	- be a grandfather	nimosôm	- my grandfather

Like the verb forms the noun forms can be put in the paradigm indicating whose kin is being discussed. Let's take a look at "my son – *nikosis*" put in the following paradigm:

1.	nikosis	-my son	1P nikosisinân	-our son
2.	kikosis	-your son	21 kikosisinaw	-our son
3.	okosisa	-her/his son	2P kikosisiwâw	-your son
3'	okosisiyiwa	-her/his __ son	3P okosisiwâwa	-their son
			3'P okosisiyiwa	-their __ son

Most of the kinship terms will follow the above paradigm. Compare those above with the two which have long vowels toward the beginning:

Grandchild		**Sibling**	
1. nôsisim	-_____	nîtisân	-_____
2. kôsisim	-_____	kîtisân	-_____
3. ôsisima	-_____	wîtisâna	-_____
3' ôsisimiyiwa	-_____	wîtisâniyiwa	-_____
1P nôsisiminân	-_____	nîtisâninân	-_____
21 kôsisiminaw	-_____	kîtisâninaw	-_____
2P kôsisimiwâw	-_____	kîtisâniwâw	-_____
3P ôsisimiwâwa	-_____	wîtisâniwâwa	-_____
3'P ôsisimiyiwa	-_____	wîtisâniyiwa	-_____

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6.3. EXERCISES

A. TRANSLATE THE FOLLOWING: nouns are on the left and verbs on the right

Younger brother or sister

nisîmis -	_____	nitosîmisin	- _____
kisîmis -	_____	kitosîmisin	- _____
osîmisa -	_____	osîmisiw	- _____

Siblings: Brothers and Sister

nîtisân -	_____	niwîtisânin	- _____
kîtisân -	_____	kiwîtisânin	- _____
wîtisâna-	_____	wîtisâniw	- _____

Child - awâsis

nitawâsimis - _____ nitotawâsimisin - _____
kitawâsimis - _____ kitotawâsimisin - _____
otawâsimisa - _____ otawâsimisiw - _____

NOTE: The connective "*t*" in the above used with "child" becomes a "*c*" in some communities to show endearment.

Another interesting aspect of this particular kinship term for "child" is that it differs from other kinship terms (excepting "my man" and "my woman" listed below) in that it seems to be similar to alienable nouns with the use of the distict possessive markers "*ni*," "*ki*" and "*o*." However the inflection toward the end of these nouns will indicate that they are nevertheless inalienable nouns. The possessive indicators "*ni*," "*ki*" and "*o*" used in these three terms shows an aspect of Cree culture that many people have forgotten, namely that should the child's main caretakers, or the man or woman's significant other, leave for the spirit world then they can be taken care of by someone else.

Son

nikosis - _____ nitokosisin - _____
kikosis - _____ kitokisisin - _____
okosisa - _____ okosisiw - _____

Daughter

nitânis - _____ nitotânisin - _____
kitânis - _____ kitotânisin - _____
otânisa - _____ otânisiw - _____

Grandchild

nôsisim - _____ nitôsisimin - _____
kôsisim - _____ kitôsisimin - _____
ôsisima - _____ ôsisimiw - _____

woman – iskwêw

nitiskwêm - _____ nitotiskwêmin - _____
kitiskwêm - _____ kitotiskwêmin - _____
otiskwêma - _____ otiskwêmiw - _____

man - nâpêw

ninâpêm - _____ nitonâpêmin - _____
kinâpêm - _____ kitonâpêmin - _____
onâpêma - _____ onâpêmiw - _____

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B. Now, translate the following, keeping in mind that your personal information about your family can follow the same format with you replacing the numbers or deleting the irrelevant information and adding your relevant information:

Solomon nitisiyihkâson. âmaciwîspimowinihk ohci niya.

_____

okiskinwahamâkêw niya. nikotwâsik mâmawi nitowîtisânin;

_____

pêyak nitostêsin, nîso nitomisin, êkwa nisto nitosîmisin.

_____

nîso nitocawâsimisin: pêyak nitokosisin êkwa pêyak nitotânisin.

_____

âsay kîsi-ohpikiwak nitawâsimisak. nêwo mîna nitôsisimin.

_____

C. Write a paragraph about your own immediate family:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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6.4. Kinship Terms: Nouns

spouse – wîkimâkan

niwîkimâkan – my spouse
kiwîkimâkan – your spouse
owîkimâkana – her/his spouse

parents

ninîkihikwak – my parents
kinîkihikwak – your parents
onîkihikwa – his/her parents

Mother

nikâwiy - my mother
kikâwiy - your mother
okâwiya - his/her mother

Father

nohtâwiy - my father
kohtâwiy - your father
ohtâwiya - his/her father

Younger Brother/Sister

nisîmis - my younger brother/sister
kisîmis - your younger brother/sister
osîmisa - his/his younger brother/sister

Older Brother

nistês - my older brother
kistês - your older brother
ostêsa - his/her older brother

Older Sister

nimis - my sister
kimis - your sister
omisa - his/her sister

Uncle (Paternal)*

nohkomis - my uncle **Also:** nohcâwîs
kohkomis - your uncle kohcâwîs
ohkomisa - his/her uncle ohcâwîsa

***NOTE:** The term for paternal uncle is the one used for step-father.

Uncle (Maternal)**

nisis - my uncle
kisis - your uncle
osisa - his/her uncle

Grandfather

nimosôm - my grandfather
kimosôm - your grandfather
omosôma - his/her grandfather

****NOTE:** The term for maternal uncle is also the term for father-in-law

Grandmother

nohkom - my grandmother
kohkom - your grandmother
ohkoma - his/her grandmother

Aunt (Paternal)***

nisikos - my aunt
kisikos - your aunt
osikosa - her/her aunt

*****NOTE:** The term for the paternal aunt is also the term for mother-in-law.

Aunt (Maternal)****

nitôsis - my aunt **Also:** nikâwîs
kitôsis - your aunt kikâwîs
otôsisa - his/her aunt okâwîsa

******NOTE:** The term for maternal aunt is the one used for step-mother.

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Male Cousin – used by male-male (paternal uncle's son or maternal aunt's son)
NOTE: This term is also used for step-brother by males.
niciwâm - my cousin
kiciwâm - your cousin
ociwâma - his cousin
NOTE: In addresswng each other most people usually address each other as younger brother or older brother. The above terms would be used in talking about these cousins.

Male cousin - Used by male-male (maternal uncle's son or paternal aunt's son)
NOTE: This term can be used by males in referring to brothers-in-law.
nîstâw - my cousin
kîstâw - your cousin
wîstâwa - his cousin

Cousin of the opposite sex (Males: use in reference to paternal aunt's daughter or maternal uncle's daughter. Females: use in reference to son of paternal aunt or son of maternal uncle)
NOTE: This term can also be used for sister-in-law or for brother-in-law if these in-laws referring to each other are of the opposite sex.
nîtim - my cousin
kîtim - your cousin
wîtimwa - his/her cousin

Female cousin - Used by female - female (paternal aunt's daughter or the maternal uncle's daughter)
NOTE: This term can also be used by females in referring to sisters-in-law
nicahkos - my cousin
kicahkos - your cousin
ocahkosa - his/her cousin

Female cousin - Used by female-female (daughter of paternal uncle or maternal aunt)
NOTE: Most people usually address each other as older sister or young sister in this situation. This is also the term used for step-sister by females.
niciwâmiskwêm - my cousin
kiciwâmiskwêm - your cousin
ociwâmiskwêma - his/her cousin
NOTE: Both the mother's sister's siblings and father's brother's siblings can be addressed as younger or older brother and sister. However the next terms are used for male-female cousins who are the children from these lines.

Cousin - Used by male-female; female to male (offspring of father's brother or mother's sister)
nitawêmâw – my cousin
kitawêmâw - your cousin.
otawêmâwa - his/her cousin

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Son		**Daughter**	
nikosis	- my son	nitânis	- my daughter
kikosis	- your son	kitânis	- your daughter
okosisa	- her/his son	otânisa	- his/her daughter

NOTE: These terms can also be used in referring to a brother's children if you are male or a sister's children if you are female.

Niece (male's sister's children or female's brother's children)

nistim - my niece
kistim - your niece
ostima - his/her niece

NOTE: This term can also be used for daughter-in-law.

Nephew (male's sister's children or female's brother's children)

nitihkwatim - my nephew
kitihkwatim - your nephew
otihkwatima - his nephew

NOTE: This term can also be used for son-in-law

Niece (male's brother's daughter or female's sister's daughter)

nitôsimiskwêm - my niece
kitôsimiskwêm - your niece
otôsimiskwêma - his niece

NOTE: This term can also be used for step-daughter.

Nephew (male's brother's son or female's sister's son)

nitôsim	- my nephew	**Also:**	nikosim
kitôsim	- your nephew		kikosim
otôsima	- his nephew		okosima

NOTE: These terms can also be used for step-son.

Relatives/kinfolk	**Friend/tribesman**	
niwahkômâkan – my relative	nitôtêm	- my friend/tribesman
kiwahkômâkan – your relative	kitôtêm	- your friend/tribesman
owahkômâkana – his/her relatives	otôtêma	- her/his friend/tribesman

Son-in-law		**Daughter-in-law**	
ninahahkisîm	- my son-in-law	ninahâhkaniskwêm	– my daughter-in-law
kinahahkisîm	- your son-in-law	kinahâhkaniskwêm	– your daughter-in-law
onahahkisîma	- her/his son-in-law	onahâhkaniskwêma	– her/his daughter-in-law

The parents of my son-in-law or daugher-in-law

nitihtâwâw – My parent-in-law ???? English for this baffles me
kitihtâwâw
otihtâwâwa

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6.5.a. CREE KINSHIP:
COUSINS and siblings
Compare the following columns:

SOURCE/ GOAL:	Children of: Father's brother OR Mother's sister	Children of: Father's sister OR Mother's brother	Siblings:
Female to female	niciwâmiskwêm	nicahkos	nîtisân
Female to younger female	nisîmis	nicahkos	nisîmis
Female to older female	nimis	nicahkos	nimis
Female to male/ male to female	nitawîmâw	nîtim	nîtisân
Female to older male	nistês	nîtim	nistês
Female to younger male	nisîmis	nîtim	nisîmis
Male to male	niciwâm	nîstâw	nîtisân
Male to older male	nistês	nîstâw	nistês
Male to younger male	nisîmis	nîstâw	nisîmis
Male to older female	nimis	nîtim	nimis
Male to younger female	nisîmis	nîtim	nisîmis

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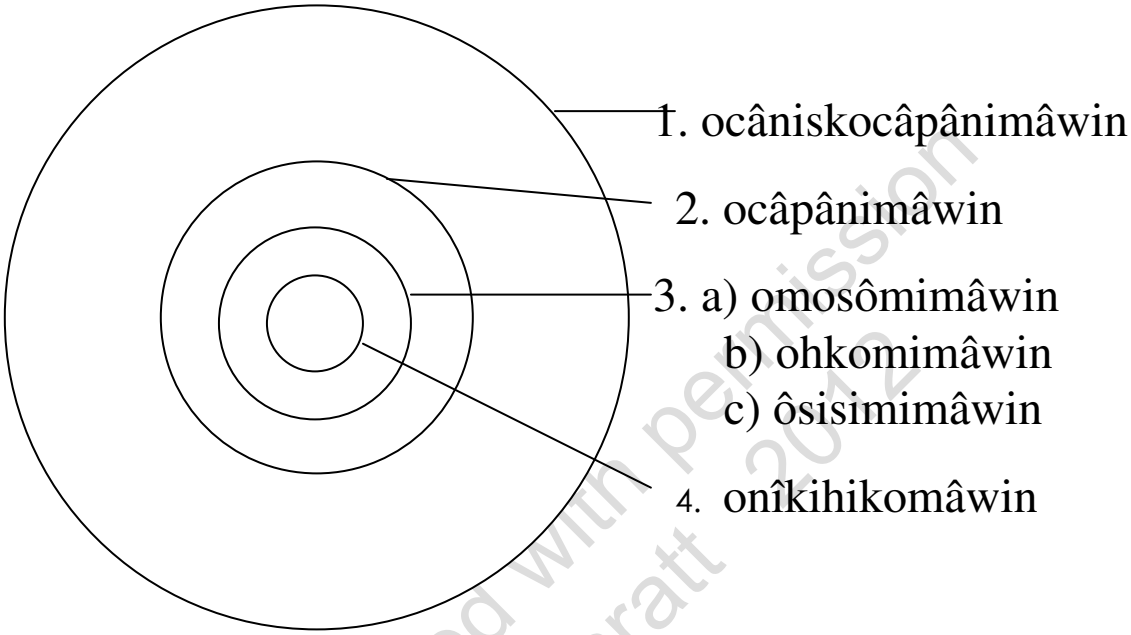
6.5.b. CREE KINSHIP SYSTEM: seven generations



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KINSHIP WITHIN THE CIRCLE:

1. The term for great-great grandparents "*ocâniskocâpânimâwin*" is also the same for great-great grandchildren;

2. The term for great-grandparents "*ocâpânimâwin*" is also the same for great-grandchildren;

3. a) The term for grandfather "*omosômimâwin*" applies to all males of that generation;
   b) The term for grandmother "*ohkomimâwin*" applies to all females of that generation;
   c) The term for grandchild "*ôsisimimâwin*" applies to all children of that generation;

4. The term for parenthood "*onîkihikomâwin*" indicates the responsibility parents have for the care of their children especially when we consider the meaning of the underlined "*nîkih*" which means "my home." With this consideration then, the meaning of parents in Cree can be viewed as "those who provide a home." Since a home is supposed to be a safe haven for people to learn and grow then the responsibility of parenthood as indicated in the Cree word is clear.

6.6. VITAL STATISTICS

WORDS:

osîmisi	- have a younger sibling (VAI)	nisîmis	- my younger sibling
otawâsimisi	- have a child (VAI)	nitawâsimis	- my child
osîmimâw	- youngest sibling	ostêsimâw	- oldest brother
omisimâw	- oldest sister	nistês	- my older brother
nimis	- my older sister	wîkihto	- be married (VAI)
ostêsi	- have an older brother (VAI)	kahkiyaw	- all
omisi	- have an older sister (VAI)	iskonikan	- reserve
kîsi	- finish (PV)	êkota	- there

TEXT: the speaker in this text is not married and has no children so he'll talk about his siblings.

tânisi, *Shaking-Spear* nitisiyihkâson. Hello, my name is Shaking-Spear.

nistomitanaw nikotwâs(ik)osâp nititahtopiponân. I am thirty-six years old.

iskonikanihk nikî-nihtâwîkin. niyânanosâp mâna ê-akimiht ayîkipîsim nitipiskên.
I was born on the reserve. My birthday is on April 15th.

ôtênâhk nikî-pê-ohpikin, êkota mîna nikî-pê-kiskinwahamâkosin.
I was raised in the city and it was there also that I went to school.

namôya niwîkihton. I am not married. nikotwâsik niwîtisânin. I have six siblings.

pêyak nitostêsin êkwa nîso nitomisin.
I have one older brother and two older sisters.

nisto nitosîmisin. I have three younger siblings.

kahkiyaw kîsi-ohpikiwak nîtisânak. All my siblings are grown.

nêmitanaw niyânanosâp itahtopiponêw omisimâw, *Maggie* isiyihkâsow.
The oldest sister is 45 years old, her name is Maggie.

nistomitanaw kêkâ-mitâtahtosâp itahtopiponêw ostêsimâw, *George* isiyihkâsow.
The oldest brother is 39 years old, his name is George.

nîsitanaw kêkâ-mitâtahtosâp itahtopiponêw osîmimâw, *Judy* isiyihkâsow.
The youngest sibling is 29 years old, her name is Judy.

kahkiyaw nîtisânak iskonikanihk wîkiwak. All my siblings live on the reserve.

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QUESTIONS: the foregoing text is in the 1st person. The following questions are in the 3rd person. Go back to the foregoing text to answer these questions:

1. tânisi isiyihkâsow awa nâpêw?

_____

2. tânitahtopiponêt awa nâpêw?

_____

3. tânispîhk mâna kâ-tipiskahk awa?

_____

4. tânitê kî-pê-ohpikiw awa?

_____

5. ôtênâhk cî mîna kî-pê-kiskinwahamâkosiw?

6. wîkihtiw cî awa?

_____

7. tânitahto ocawâsimisiw awa?

_____

8. tânitahto wîtisâniw awa?

_____

9. tânitahto ostêsiw awa?

_____

10. tânitahto osîmisiw awa?

_____

11. tânisi isiyihkâsow osîmimâw?

_____

12. tânitahtopiponêt osîmimâw?

_____

13. tânisi isiyihkâsow ostêsimâw?

_____

14. tânitahtopiponêt ostêsimâw?

_____

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6.7. VITAL STATISTICS continued..

WORDS

okosisi	-have a son (VAI)	nikosis	-my son
otânisi	-have a daughter (VAI)	nitânis	-my daughter
ohtâwîmâwi	-be a father (VAI)	nohtâwiy	-my father
okâwîmâwi	-be a mother (VAI)	nikâwiy	-my mother
owîkimâkani	-be a spouse (VAI)	niwîkimâkan	-my spouse
ninâpêm	-my husband	nitiskwêm	-my wife
iskwêsis	-a girl	nâpêsis	-a boy
êwako	-that one	kayâs	-a long time ago

TEXT: Translate the following text:

Megan nitisiyihkâson. kayâs nikî-wîkihton.
_____

George isiyihkâsow ninâpêm. _____

nîso nitotawâsimisinân: pêyak iskwêsis êkwa pêyak nâpêsis.
_____

Mandy isiyihkâsow nitânis, omisimâw êwako.
_____

mitâtaht itahtopiponêw nitânis. _____

Georgie isiyihkâsow nikosis, osîmimâw êwako.
_____

ayênânêw itahtopiponêw nikosis. _____

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GRAMMAR: NEGATION

Negation of the Indicative Mood involves the insertion of "*namôya*" before the afirmative statement in the Indicative mood. Place "*namôya*" to make negative statements below:

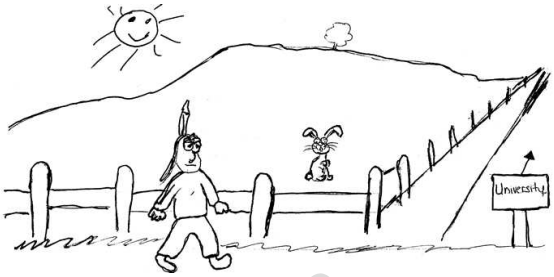
Affirmative	Negative
niwîkihton	_____ niwîkihton.
nitotawâsimisin.	_____ nitotawâsimisin.
nitokâwîmâwin.	_____ nitokâwîmâwin.
nitohtâwîmâwin.	_____ nitohtâwîmâwin.

6.8. READ THE TEXT BELOW THE PICTURE THEN ANSWER THE QUESTIONS

"tânisi, Shaking-Spear
nitisiyihkâson," itwêw awa
nâpêw. "awîna kiya."
"Darren niya," itwêw ana
kotak nâpêw.

Q. tânisi isiyihkâsow awa
pêyak nâpêw?

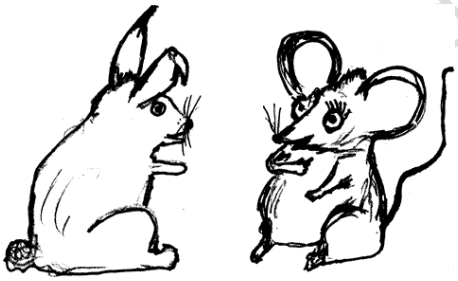
_____



Shaking-Spear itohtêw kihci-
kiskinwahamâtowikamikohk.
mostohtêw êkotê isi.
ati-wâpamêw wâposwa.
mêtoni miyo-kîsikâw!

Q. tânitê awa nâpêw
ê-itohtêt?

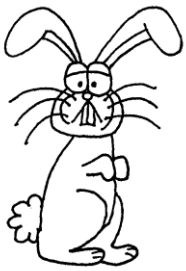
_____



"tânisi, wâpakosîs niya,"
itwêw awa. "kiya mâka,
awîna ôma kiya."

Q. wâpakosîs cî awa?

_____



wâpos awa.
miyonâkosiw awa wâpos.
wâpiskisiw awa wâpos.

Q. awîna awa?

_____

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6.9. KINSHIP TERMS: NOUNS AND VERBS overview

NOUNS	VERB: be	NOUNS	VERB: have
ohkomimâw - a grandmother	ohkomimâwi – be a grandmother	nohkom – my grandmother	ohkomi – have a grandmother
omosômimâw – a grandfather	omosômimâwi – be a grandfather	nimosôm – my grandfather	omosômi – have a grandfather
okâwîmâw – a mother	okâwîmâwi – be a mother	nikâwiy – my mother	okâwîwi – have a mother
ohtâwîmâw – a father	ohtâwîmâwi – be a father	nohtâwiy – my father	ohtâwîwi – have a father
ostêsimâw – the eldest brother	ostêsimâwi – be an elder brother	nistês – my older brother	ostêsi – have an older brother
omisimâw – the eldest sister	omisimâwi – be an older sister	nimis – my older sister	omisi – have an older sister
osîmimâw – the youngest sibling	osîmimâwi – be a younger sibling	nisîmis – my younger sibling	osîmisi – have a younger sibling
awâsis – a child	awâsisiwi	nitawâsimis – my child	otawâsimisi – have a child
okosisimâw – a son	okosisimâwi – be a son	nikosis – my son	okosisi – have a son
otânisimâw – a daughter	otânisimâwi – be a daughter	nitânis – my daughter	otânisi – have a daughter

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QUESTIONS: answer the following questions in Cree.

1. okâwîmâw cî kiya?
   _____
2. ohtâwîmâw cî kiya?
   _____
3. ostêsimâw cî kiya?
   _____
4. osîmimâw cî kiya?
   _____
5. kitostêsin cî?
   _____
6. kitomisin cî?
   _____
7. kitosîmisin cî?
   _____
8. kitotawâsimisin cî?
   _____

Chapter Seven
TRANSITIVE INANIMATE VERBS

7. Transitive Inanimate Verbs

Transitive Inanimate Verbs (VTI's) are the verbs which require an inanimate noun as the object in the sentence structure. For Animate Intransitive Verbs (VAI's) one does not need an object to have a complete sentence in the Imperative Moods, the Indicative Mood, nor the Subjunctive Mood. Intransitive verbs need no object; Transitive verbs need objects. In giving orders (i.e. Imperatives) one cannot get away with simply saying "*nâta*...get it" without the person being spoken to asking: "*kîkwây*?...What?"
In giving orders using the transitive verbs it is not enough to say the verb, one must specify what is being requested. Consider the following:

nâta kimasinahikan. - Get your book.

This order is clear and does not prompt the one being spoken to say "What?" Compare the Imperative Moods of a VAI and a VTI-1.

VAI atoskê -- work

2.	atoskê	--	work (You-sg)
2P.	atoskêk	--	work (you-pl)
21.	atoskêtân	--	Let's work

VTI-1 atoskâta -- work at (something)

2.	atoskâta kinêhiyawêwin	--	work at your Cree (you-sg)
2P.	atoskâtamok kinêhiyawêwiniwâw	--	work at your(pl) Cree
21.	atoskâtêtân kinêhiyawêwininaw	--	let's work at our Cree.

NOTE: the verb root again is taken from the 2 of the Imperative Mood. Note also that the "*a*" in 21 has been changed to "*ê*" in this mood; the a in the verb root changes to "*ê*" for 21 of the Imperative Mood and for 1, 2, 1P, 21, and 2P of the Indicative Mood.

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The chart for the Imperative Mood of VTI-1:

IMPERATIVE MOOD		**NEGATIVE IMPERATIVE**
2.	_____*	2. êkâwiya _____
2P.	_____mok	2P êkâwiya _____mok
21.	_____tân	21 êkâwiya _____tân

*The blank represents where the verb root is placed.

Imperatives are commands telling one or more people to do something while the negative imperatives are commands telling one or more people not to do something. Other forms of Imperatives are the delayed imperatives, commands given that are to be carried out at a later time.

DELAYED IMPERATIVE OF VTI-1

2 _____mohkan
2P _____mohkêk
21 _____mohkahk

The standard verb structure applies to all verbs including the VTIs:

Person Indicator	**Tense Indicator**	**-Pre-verb-**	**Verb-root**	**Ending**

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The two other TRANSITIVE INANIMATE VERBS, class 2 and class 3, follow the VAI conjugation patterns. These different classes can be identified by their endings:

VTI-1 roots all end in "*a*:"
kanawâpahta – look at it

VTI-2 roots all end in "*â*." Some VAIs end in â but those verbs do not take an object as these do:
osihtâ – make it.
nâcipahtâ – run for/toward it
pêtâ – bring it
ayamihtâ – read it

VTI-3 roots all end with "i".
mîci – eat it

This chapter will concentrate on the VTI-1 forms.

As with the VAI the VTI-1 verbs in the Indicative and Conjunct forms can have nine possible agents/subjects carrying out the action identified in the conjugation pattern:

No.	Subject/Agent	Indicative Mood	Conjunct/Subjunctive
1	1st person singular 'I'	ni_____n	ê-_____mân
2	2nd person singular 'you'	ki_____n	ê-_____man
3	3rd person singular 's/he/it'	_____m	ê-_____hk
3'	3rd person obviative 'Her friend'	_____miyiw	ê-_____miyit
1P	1st person plural 'we' (excl.)	ni_____nân	ê-_____mâhk
21	1st person plural 'we' (incl.)	ki_____naw	ê-_____mahk
2P	2nd person plural 'you'	ki_____nâwâw	ê-_____mêk
3P	3rd person plural 'they'	_____mwak	ê-_____hkik
3'P	3rd person obviative plural 'Their friend'	___miyiwa	ê-_____miyit

All tense indicators, pre-verbs, and verb roots can be placed in the blank spaces in the above paradigms. The standard verb structure for any verb follows the following pattern:

Person indicators "ni" and 'ki"	Tense Indicators: kî-, wî-, ka-(ta-)	Pre-verbs	Verb-roots	Verb endings

Verbs can be in the following tenses:

The present (tense indicator: none): ninâtên - I get (fetch) it.
The past (tense indicator: kî-): ni**kî**-nâtên - I got (fetched) it.
The future intentive (tense indicator: wî): ni**wî**-nâtên - I am going to get it.
The future definite (tense indicator: ka-): ni**ka**-nâtên - I will get it.

The future definite tense for 1st and 2nd person forms is "*ka*-" and "*ta*-" for third person forms. The future definite tenses are never used in the conjunct forms of verbs.

Another way of understanding the paradigm of verbs is to see the nature of the utterance as in who speaks, who is spoken to, and who is spoken about:

1st person subject: the speaker	**2nd person subject: the one/ones spoken to**	**3rd person subject: the one/ones talked about**
1 - "ni_____n" The speaker talking about himself/herself: "I".	2 - "ki_____n" The addressee, i.e. the one spoken to: "you" singular.	3 - "_____m" The topic, i.e. the one spoken about: "she/he/it."
1P - "ni_____nân'' The speaker talking about self and others but excludes the one spoken to: "We (excl.)".	2P - "ki_____nâwâw" Two or more persons spoken to: "You " plural.	3P - "_____mwak" Two or more persons spoken about: "they."
21 - "ki_____naw" The speaker talking about self and others and includes the one spoken to: "We (incl.)"		3' - "_____miyiw" The friend, relative or pet of a 3rd person: "His/her _____"
		3'P - "_____miyiwa" The friends, relatives or pets of 3rd persons: "Their _____"

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7.1. Connect any of these units from left to right to make a sentence: VTI-1

Person indicators	Tense	Pre-verb	Verb-root TIV-class 1	Endings
Indicative: ni (1, 1P) ki (2, 21, 2P) **Subjunctive :** ê- (subordinate) kâ- (relative clause) ta- (infinitive)	**kî**- past **wî**- future intent **ka**- future definite (1, 2) **ta**- future definite (3 person) **kakî**- modal indicator Present tense has no tense indicator. **RULES only for the Indicative:** 1. Use the "t" as a connector for the present tense only if VR or PV begin with a vowel. 2. Change the last "a" of the VR to "ê" for 1, 2, 1P, 21, 2P for all tenses of the Indicative mood.	-kakwê- (try) -nitawi- (go and/to) -nohtê- (want) -nihtâ-(can do well) -mâci-(begin) -pêyako-(alone) -pôni-(stop) -ati-(start) -pê-(come) -pêci-(come) -sâpo-(through) -papâsi-(hurriedly) -nisihkâci-(slowly) pêyahtaki-(carefully) -miyo- (good) -mâyi-(badly) -maci-(bad/evil) -sôhki-(hard) -pisci-(accidently) -mwayî-(before) -matwê-(heard of in the distance)	otina (take it) nâta (fetch it) sâmina (touch it) mîskona (feel it) pêhta (hear it) natohta (listen to it) nitawêyihta (want it) natona (search for it) miska (find it) wâpahta (see it) kanawâpahta (look at it) kocispita (taste it) paswâta (sniff it)) miyahta (smell it) nisitohta (understand it) kiskêyihta (know it) atoskâta (work at it) masinaha (write it) postiska (put it on) kêcikoska (take it off) kisîpêkina (wash it) kîsisa (cook it) itôta (do it) mêtawâkâta (disrespect it) yohtêna (open it) kipaha (close it) ohpina (lift it) yahkowêpina (push it) nâkatawêyihta (take care of it)	**Indicative:** n (1, 2) m (3) miyiw (3') nân (1P) naw (21) nâwâw (2P) mwak (3P) miyiwa (3'P) **Subjunctive:** mân (1) man (2) hk (3) miyit (3', 3'P) mâhk (1P) mahk (21) mêk (2P) ahkik (3P)

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7.2. VTI-1 Future conditional forms follow the same rules (except for 3P) as with the VAIs: Drop *ê* from the Subjunctive mood forms, keep most of the endings and add *i/o*:

1. _____mâni
2. _____mani
3 _____hki
3'_____miyici

1P _____mâhki
21 _____mahki
2P _____mêko
3P _____hkwâwi
3'P _____miyici

7.3. Exercises with VTI-1

A. In the following sentences put the first verb into the Delayed Imperative keeping the same subject and the second verb into the Future Conditional form. The first is done for you.

Eg. **Given:** nâta kimasinahikana ê-kîsi-mîcisoyan

Transformation: nâta**mohkan** kimasinahikana kîsi-mîciso**yani**.

TRANSLATE the above: Get your books when/if you finish eating.

Continue:

1. atoskâta kinêhiyawêwin ê-mwayî-kîwêyan.

TRANSLATE: _____

2. yohtênamok wâsênamâna ê-kisitêk.

TRANSLATE: _____

3. kipaha iskwahtêm ê-tahkâyâk.

TRANSLATE: _____

4. otinêtân kimaskisin ê-mwayî-sipwêhtêyahk.

TRANSLATE: _____

5. masinaha kiwêhowin ê-wî-nitawi-atoskêyêk.

TRANSLATE: _____

6. postiska kiskotâkay ê-tahkâyâk.

TRANSLATE: _____

6. kêcikoskêtân kitastotininawa ê-pihtokwêyahk ayamihâwikamikohk.

TRANSLATE: _____

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B. In the following, identify the verb forms then make sure of the tense agreement and transform any verb you see to make tense agreement possible (The first is done for you: a delayed imperative verb needs the accompanying verb in the future conditional form.):

1. pêtâhkan kimaskisina ispîhk kimiskên. (Bring your shoes when you find them.)
   pêtâhkan (Delayed Imperative) kimaskisina ispîhk miskamani (Future Conditional).

2. ati-kîwêhkahk ispîhk ê-pôni-atoskêyahk. (Let's go home when we stop working).

   _____

3. nika-ayamihtân êwako nêhiyawêwin ki-kîsi-masinahên.
   (I will read that Cree if you finish writing it.)

   _____

4. wêpinamohkêk êwakoni masinahikana ispîhk ê-pôni-pêkopitamêk.
   (Throw away those books when you finish tearing them up.)

   _____

5. kocispitamohkahk anima mîciwin ê-pêtât. (let's taste that food if he brings it.)

   _____

6. postiska astotin ê-tahkâyâk. (Put on a hat if it is cold.)

   _____

7. kipahamohkan iskwâhtêm tahkâyâw. (Close the door if it is cold.)

   _____

8 natohtamohkahk anima nêhiyawêwin ispîhk ana iskwêw ê-kocihtât.
   (Let's listen to that Cree when that woman tries it.)

   _____

9. otinamohkêk anima wiyâs ê-manisahk. (Take that meat if he /she cuts it up.)

   _____

10. nika-kanawâpahtên anima masinahikêwin pôni-ayamihtâw.
    (I will look at that writing if he stops reading it.)

    _____

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C. Fill in the following charts then make the necessary changes in the following sentences:

IMPERATIVES- VTI-1

Imperatives	**Negative Imperatives**	**Delayed Imperatives**
2 **verb-root** 2P _____ 21 _____êtân	2 _____ 2P êkâwiya_____mok 21 _____	2 _____mohkan 2P _____ 21 _____

VTI-1

Indicative	**Subjunctive**	**Future Conditional**
1	1 ê-_____mân	1
2 ki_____n	2	2 _____mani
3	3 ê-_____hk	3
3' _____miyiw	3' ê-_____miyit	3'
1P	1P	1P _____mâhki
21 ki_____naw	21	21
2P	2P ê-_____mêk	2P
3P _____mwak	3P	3P _____hkwâwi
3'P	3'P	3'P _____miyici

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The first verb is in the imperative, place it into the delayed imperative; the second verb is in the subjunctive, change to the future conditional:

1. nâta kimaskisina ê-nohtê-atoskâtaman nêhiyawêwin. (Fetch your shoes when/if you want to work at your Cree.)
   _____
2. otinamok kimasinahikaniwâwa ê-pôni-masinahamêk âcimowina (Take your books when/if you stop writing stories.)
   _____
3. kêcikoskêtân astotina ê-kipahamahk iskwâhtêm. (Let's take off the hats if/when we open the door.)
   _____
4. postiska kiskotâkay ê-nâtaman mihta. (Put on your jacket when/if you go fetch fire-wood.)
   _____
5. nitawi-kanawâpahtamok cikâstêpayihcikana ê-kîsi-kisîpêkinamêk oyâkana. (Go to the movies when/if you finish washing the dishes?)
   _____

D. Fill in the charts then make the necessary changes in the following sentences:

VTI-1

Imperatives	**Negative Imperatives**	**Delayed Imperatives**
2 _____ 2P _____ 21 _____	2 _____ 2P _____ 21 _____	2 _____ 2P _____ 21 _____

VII

Indicative: verb ends in consonant before a long vowel	**Subjunctive:**	**Future Conditional:**
Indicative: verb ends in consonant before a short vowel	**Subjunctive:**	**Future Conditional:**

The first verb is a VTI-1 in the imperative, put into the delayed imperative; the second verb is a VII in the subjunctive, put into the future conditional:

1. atoskâta kinêhiyawêwin ê-tipiskâk. (Work on your Cree when/if it is night.)
   _____
2. kêcikoskamok kimaskisiniwâwa ê-kimiwahk (Take off your shoes when/if it's raining.)
   _____
3. nâtêtân wâsênikana ê-pôni-mispok. (Let's fetch the windows when/if it stops snowing.)
   _____

Change the tenses in the first verb to agree to the English translation and place the second verb into the future conditional:

4. niwî-kanawâpahtênân cikâstêpayihcikana ê-nîso-kîsikâk. (We will watch movies when/if it is Tuesday.)
   _____
5. kika-nâtên cî kimasinahikana ê-kîsi-mîcisoyan. (Are you going to fetch your books when/if you finish eating?)
   _____
6. wî-natonam omaskisina wayawîtimihk ê-kîkisêpâk. (He will look for his shoes outside when/if it is morning)
   _____
7. ta-kîsisamiyiwa otôtêma wiyâs ê-otâkwani-mîcisoyit. (His/her friend is going to cook meat when/if he/she eats supper.)
   _____

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7.4. DIALOGUE EIGHT

A: tânisi ôma mâka mîna ê-itahkamikisiyan?	**A:** What are you doing as usual?
B: ê-kakwê-kitohcikêyân ôma. nicihkêyihtên ta-kitohcikêyân*. kiya mâka, kicihkêyihtên cî ta-kitohcikêyan?	**B:** I am trying to play an instrument. I like to play music. How about you, do you like to play music?
A: âha, mâka namôya nikaskihtân. nicihkêyihtên mâka ta-nikamoyân.	**A:** Yes, but I can't do it. But I like to sing.
B: nîsta mîna…mâka namôya osâm nimiyohtâkosin.	**B:** Me too…but I don't sound so good.
A: mahti…kiya kitohcikê êkwa niya nika-nikamon.	**A:** Let's see…you play an instrument and I will sing.
B: âhâw, âhpô êtikwê kika-miyohtâkosinaw.	**B:** Okay, perhaps we'll sound good.

VOCABULARY

mâka mîna	- as usual	kitohcikê	- make music with an instrument (VAI)
cihkêyihta	- like it (VTI-1)	nikamo	- sing (VAI)
kaskihtâ	- be able/succeed (VTI-2)	mahti	- let's see/please
osâm	- because/excessively	âhpô êtikwê	- perhaps
miyohtâkosi	- sound good (VAI)		

NOTES

*"*ta-kitohcikêyân*" is an infinitive form of an Animate Intransitive verb (VAI). Infinitive forms in Cree differ from those in English: the English infinitive forms are not marked for tense or for person and are preceeded by "to." In Cree, however, the person (or actor of the verb) is marked using the subjunctive mood endings of the verbs, no matter the type of verb. The "*ta*-" replaces the "*ê*-", the regular subjunctive mood marker. The ta- is usually used as a future definite marker for Indicative mood verbs in the 3rd person (3, 3', 3P and 3'P) but used with the subjunctive mood endings for all persons it becomes an infinitive marker for events that happen it the past, present and future.

Thus far, we have seen the subjunctive mood endings used in four ways:

a) as a regular subjunctive mood using the "*ê*-" where the verbs are similar to the "ing" verb forms in English;

b) as a relative clause, subjunctive mood, using the "*kâ*-";

c) as a future conditional form without a foregoing clause marker but have most of the conjugated verbs in the subjunctive ending followed by an "*i*" for 1, 2, 3, 3', 1P, 21 and an "*o*" for the 2P (the second person plural) and "*twâwi*" for the 3P form for VAI and "*hkwâwi*" for VTI-1;

d) as an infinitive form using the *ta*- infinitive marker.

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7.5. DIALOGUE NINE

A: tânisi ôma ê-itahkamikisiyan?	**A:** What are you doing?
B: ê-natonamân ôma niskîsikohkâna.*	**B:** I am looking for my glasses.
A: tânita mâka kâ-kî-nakataman?	**A:** Where did you leave them?
B: ôta ôma cîki wâsaskotênikanihk.	**B:** Here, near the lamp.
A: âhpô êtikwê nitêm mâka mîna ê-kwâhci-pahtwât.	**A:** Perhaps my dog, as usual, ran (far) off with it.
B: hay, macastim! mahti wîcihin.**	**B:** Boy! Bad dog! Please help me.
A: âhâw. kika-wîcihitin***…hay! kiskahtikohk ôma kikikiskên kiskîsikohkâna.	**A:** Okay. I will help you…Hey! You have your glasses on on your forehead.
B: iyaw! êwakoni kâ-natonamân.	**B:** Oops! Those are the ones that I'm looking for.

VOCABULARY

natona	- look for it (VTI-1)	miskîsikohkâna	- eye-glasses (pl)
tânita	- where abouts	nakata	- leave it (VTI-1)
âhpô êtikwê	- perhaps	wâsaskotênikan	- lamp (NI)
nitêm	- my dog	kwahci-pahtwâ	- run far off with it (VTI-2)
macastim	- bad/evil dog	mahti	- please
wîcih	- help s.o. (VTA)	miskahtik	- forehead (NI)
kikiska	- wear (VTI-1)	êwakoni	- those are the ones

NOTES

The inflections for marking possessions in Cree basically follow the same conjugation patterns as those of verbs. In the above marked *niskîsikohkâna** we have the inflected form of glasses owned by the speaker to say "my glasses." The inflected form for "your glasses" appears in the second last line of the above dialogue. The vocabulary lists the uninflected forms of "glasses" and "forehead" but the inflected form of "my dog."

The dialogue includes a couple of inverse forms of the Transitive Animate Verb "*wîcih* - help someone" in *wîcihin*** and *kika-wîcihitin****. This VTA-Inverse is known as the "you and me set." The structure has only eight units as shown in the chart below using "*wîcih*" (underlined) as an example:

IMPERATIVE		INDICATIVE – "you" as Subject		INDICATIVE – "you" as Object	
wîcihin	- help me	kiwîcihin	- you help me.	kiwîcihitin	- I help you
wîcihinân	- help us	kiwîcihinân	- you help us.	kiwîcihitinân	- We help you.
		kiwîcihinâwâw	- you(pl) help me.	kiwîcihitinâwâw	- I help you (pl).

Add *–in* and *-inân* to the VTA-root for the speaker asking the listener for something as in the above imperative. In the Indicative with the "you" as subject, place the verb-root between the person indicator *ki-* and the endings *–in*, *-inân* and *–inâwâw*. For "you" as the object the VTA verb-root falls between the person indicator "*ki-*" and the endings "*–itin*" and "*–itinân*."

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7.6. LIKES AND DISLIKES

A. LIKES:

ANIMATE

- fill the spaces below with Animate nouns (singular)

nimiwêyimâw _____
(I like_____)

nicihkêyimâw _____
(I like _____)

- fill the spaces below with Animate nouns (foods)

niwihkihpwâw _____
(I like the taste of _____)

INANIMATE

-fill the spaces below with Inanimate nouns (or verbs*)

nimiwêyihtên _____
(I like _____)

nicihkêyihtên _____
(I like _____)

- fill the spaces below with Inanimate nouns (foods)

niwihkistên _____
(I like the taste _____)

B. DISLIKES:

nipakwâtâw _____
(I dislike _____)

niwînêyimâw _____
(I detest _____)

nipakwâtên _____
(I dislike _____)

niwînêyihtên _____
(I detest _____)

***the following verb-forms on the next page can be used in the blanks above:**

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LIKES:

The following is a list of things people like to do. The forms are this way when the person expressing what she/he likes to do is the speaker (1st person) and is in the infinitive form, a type of subjuctive that begins with a *ta-* followed by subjunctive mood endings of verbs. We will begin with a list of activities using VAIs:

Put the verb roots of VAI in the following blank for 1st person: ta-_____yân.
Put the verb roots of VAI in the following blank for 2nd person: ta-_____yan.
Put the verb roots of VAI in the following blank for 3rd person: ta-_____t.

nicihkêyihtên – I like:

ta-pimohtêyân – to walk
ta-sêsâwohtêyân – to walk for exercise
ta-sêsâwîyân – to exercise
ta-sêsâwipahtâyân – to jog
ta-nikamoyân – to sing
ta-nêhiyawêyân – to speak Cree
ta-nîmihitoyân – to dance
ta-pwâtisimoyân – to dance Pow-wow
ta-mâcîyân – to hunt
ta-kiskinwahamâkêyân – to teach
ta-kîwêyân – to go home
ta-kiskinwahamâkosiyân – to be in class/school
ta-kiyokêyân – to visit
ta-kaskikwâsoyân – to sew
ta-kiyôtêyân – to visit (far away)
ta-mîkisîhkâcikêyân – to bead
ta-pôsiyân – to go boating/canoeing
ta-papâmi-mânokêyân – to go camping
ta-papâmiskâyân – to paddle about
ta-kwâskwêpicikêyân – to go fishing
ta-pakâsimoyân – to swim
ta-kotawêyân – to make a camp-fire
ta-maskatêpoyân – to bar-b-que
ta-têhamâyân – to play cards
ta-mêtawêyân – to play
ta-masinahikêyân – to write
ta-pahkahtowêyân – to play base-ball
ta-ayamihcikêyân – to read
ta-kwâskwêtahikêyân – to play golf
ta-sôskwacowêyân – to slide (go sledding)
ta-sôniskwâtahikêyân – to skate
ta-yâh-yahkipahosoyân – to ski cross-country
ta-pahkopêyân – to wade
ta-kwâskohtiyân – to jump
ta-nîpawi-sôskwacowêyâpokoyân – to ski
ta-nîpawi-sôskwacowêyâpokoyân nipîhk – to water ski
ta-papâmi-atâwêyân – to go shopping
ta-nîpawi-napakihtaki-sôskwacowêyân – to snow-board
ta-sôniskwâtahikê-mêtawêyân – to play hockey
ta-cihcipayîsi-sôniskwâtahikêyân – to roller-blade

The following is a list of few things people like to do that requires **transitive verbs**:

ta-tihtipêpiskamân cihcipayapisikanis – to ride a bike
ta-têhtapiyân mistatim – to ride a horse
ta-kanawâpahtamân cikâstêpayihcikan – to watch a movie
ta-kanawâpahtamân cikâstêpayihcikanis – to watch television

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DO: first say what you like to do then ask someone if they like to do that too:

Speaker A:
nicihkêyihtên **ta**-têhtapi**yân** mistatimwak. – I like to ride horses.
kiya mâka, kicihkêyihtên cî kîsta **ta**-têhtapi**yan** mistatimwak? – How about you, do you like to ride horses too?

Speaker b:
Possible answers:
a) namôya, namôya nicihkêyihtên ta- têhtapiyân mistatimwak. – No, I do not like to ride horses.
b) âha, nîsta nicihkêyihtên ta-têhtapiyân mistatimwak. – Yes, I like to ride horses too.

C. TEXT: a letter to a friend;

The following is an introductory letter to a possible pen-pal:

Letter one:

mikisiwi-pîsim, **(February)**
nîsitanaw ayênânêwosâp ê-akimiht **(28th)**

hâw, nitôtêm, **(Okay, my friend)**
apisîs ka-masinahamâtin. Joseph Wacaskos nitisiyihkâson. ayênânêwosâp nititahtopiponân.
(I will write you a little. My name is Joseph Wacaskos. I am 18 years old)
âmaciwîspimowinihk ohci niya mâka mêkwâc oskana-kâ-asastêki niwîkin. namôya osâm
(I am from Stanley Mission but now live in Regina. I don't much)
nicihkêyihtên ôta ta-wîkiyân mâka ohcitaw piko ôta ta-ayâyân ayisk ê-kiskinwahamâkosiyân.
(like living here but I have to be here because I am going to school.)
êkwâni nîso askîwina ôta kihci-kiskinwahamâtowikamikohk ê-pê-kiskinwahamâkosiyân.
(It's been two years since I've come to the University for shool.)
mistahi mâna nikaskêyihtên âmaciwîspimowin. **(I get so lonesome for Stanley Mission)**
hâw, êkosi pitamâ, **(Okay, that's it for now,)**

niya kitôtêm, **(I am your friend)**
Joseph Wacaskos.

QUESTIONS:

1. tânîkohk akimâw mikisiwipîsim ispîhk awa kâ-masinahikêt?

_____

2. tânisi awa kâ-isiyihkâsot?

_____

3. tânitê awa ohci?

_____

4. tânitê awa mêkwâc kâ-wîkit?

_____

5. tânêhki awa êkotê kâ-wîkit?

_____

ASSIGNMENT:
Have students write letters similar to the one above. Have them include all the information contained above.

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D. TEXT: letter two;
Translate the following letter then answer the questions.

niskipîsim,
niyânanosâp ê-akimiht.

hâw, nitôtêm,
kwayask nicihkêyihtên ê-pê-masinahamawêyan. mahti nika-kakwê-naskwêwasihtân kahkiyaw kikakwêcihkêmowina. tâpwê mâni-mâka okiskinwahamâkan niya mâka mistahi kotak kîkwây ta-itôtamân nicihkêyihtên. nicihkêyihtên ta-papâmohtêyân êkwa mîna ta-sâh-sêsâwpahtâyân wayawîtimihk. namôya osâm nicihkêyihtên ta-sêsâwêpahtâyân pihcâyihk mêtawêwikamikohk. nicihkêyihtên mîna ta-pakâsimoyân sâkahikanihk ispîhk kâ-nîpihk. namôya osâm nicihkêyihtên ta-pakâsimoyân pihcâyihk kâ-pipohk. ispîhk kâ-pipohk nicihkêyihtên ta-yâh-yahkipahosoyân mîna ta-sôniskwâtahikêyân mîna ta-nâh-nîmihitoyân.
kiya mâka, kîkwây kicihkêyihtên ta-itôtaman ispîhk kâ-nîpihk êkwa ispîhk kâ-pipohk.
êkosi pitamâ,
niya kitôtêm,
Joseph Wacaskos

WORDS:
kwayask – very much masinahamaw – write to someone (VTA) kahkiyaw – all
naskwêwasih – answer (VTA) kikakwêcihkêmowina – your questions (NI)
tâpwê mâni-mâka – it is so true okiskinwahamâkan – student (NA) mistahi – lots
kotak – another itôta – do (VTI-1) wayawîtimihk – outside namôya osâm – not really
pihcâyihk – inside mêtawêwikamik – gym sâkahikan - lake
êkosi pitamâ – that's it for now kîkwây asici – what else? cihkêyihta – like it (VTI-1)
sêsâwipahtâ – jog (VAI) papâmohtê – walk about (VAI) pakâsimo – swim (VAI)
sôniskwâtahikê – skate (VAI) yahkipahoso – ski cross-country (VAI) nîmihito – dance (VAI)

QUESTIONS:

1. cihkêyihtam cî awa ta-sâh-sêsâwipahtât mêtawêwikamikohk?

_____

2. cihkêyihtam cî awa ta-pakâsimot sâkahikanihk?

_____

3. cihkêyihtam cî ta-pakâsimot pihcâyihk kâ-piponiyik?

_____

4. cihkêyihtam cî ta-sôniskwâtahikêt kâ-piponiyik?

_____

5. kîkwây asici cihkêyihtam ta-itôtahk ispîhk kâ-piponiyik?

_____

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7.7. COLOURS AND CLOTHING

The animacy of the noun dictates the use of the right colour term. Colour terms in Cree are verbs. For animate nouns we would use VAI forms of the colour terms; for inanimate nouns we wold use the VII forms. Below is a chart that shows the various forms of colours depending on the animacy and number of the noun whose colour is defined.

A. Colour roots and endings:

ROOTS:	**Use these endings with**
Attach each of these →	**1, 2, 3, 3P, 3', and 3'P**
mihk (red)	wâw(a) nipapakowayân(a) – My shirt(s) is (are) red. wâyiw(a) opapakowayân(a) – His/her shirt(s) is (are) red. osiw(ak) nitasikan(ak) – My sock(s) is (are) red. osiyiwa otasikana – His/her sock(s) is (are) red. onâkwan(a) nipapakowayân(a) – My shirt(s) looks red. onâkwaniyiw(a) opapakowayân(a) – His/her shirt(s) looks red. onâkosiw(ak) nitasikan(ak) – My sock(s) looks red. onâkosiyiwa otasikana – His/her sock(s) looks red.
sîpihk (blue)	
askihtak (green)	
osâw (orange)	âw(a) nipapakowayân(a) – My shirt(s) is (are) orange. âyiw(a) opapakowayân(a) – His/her shirt(s) is (are) orange. isiw(ak) nitasikan(ak) – My sock(s) is (are) orange. isiyiwa otasikana – His/her sock(s) is (are) orange. inâkwan(a) nipapakowayân(a) – My shirt(s) looks orange. inâkwaniyiw(a) opapakowayân(a) – His/her shirt(s) looks orange. inâkosiw(ak) nitasikan(ak) – My sock(s) looks orange. inâkosiyiwa otasikana – His/her sock(s) looks orange.
wâposâw (yellow)	
wâpisk (white)	

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kaskitê (black)	wâw(a) nipapakowayân(a) – My shirt(s) is (are) black. wâyiw(a) opapakowayân(a) – His/her shirt(s) is (are) black. siw(ak) nitasikan(ak) – My sock(s) is (are) black. siyiwa otasikana – His/her sock(s) is (are) black. winâkwan(a) nipapakowayân(a) – My shirt(s) looks black. winâkwaniyiw(a) opapakowayân(a) – His/her shirt(s) looks black. winâkosiw(ak) nitasikan(ak) – My sock(s) looks black. winâkosiyiwa otasikana – His/her sock(s) looks black.
nîpâmâyât (purple)	an(a) nipapakowayân(a) – My shirt(s) is (are) purple. aniyiw(a) opapakowayân(a) – His/her shirt(s) is (are) purple. isiw(ak) nitasikan(ak) – My sock(s) is (are) purple. isiyiwa otasikana – His/her sock(s) is (are) purple. inâkwan(a) nipapakowayân(a) – My shirt(s) looks purple. inâkwaniyiw(a) opapakowayân(a) – His/her shirt(s) looks purple. inâkosiw(ak) nitasikan(ak) – My sock(s) looks purple. inâkosiyiwa otasikana – His/her sock(s) looks purple.

Questions with colours:

tânisi kâ-itasinâs	têk(i) ot(cik)	têyik(i) oyit

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e.g. Let's use the root "mihk- red" to illustrate how this works. Below the root 'mihk" is attached to the units in the middle and right-hand column:

When the object is in simple third person (attach units from middle column):
mihkwâw – it is red (use for singular inanimate noun); **mihk**wâwa (for plural nouns)
mihkosiw – it is red (use for singular animate noun); **mihk**osiwak (for plural nouns)
mihkonâkwan – it looks red (use for singular inanimate noun); **mihk**onâkwana (plural)
mihkonâkosiw – it looks red (use for singular animate noun); **mihk**onâkosiwak (plural)

Use when talking about someone else's possession (attach units from right-hand column):
mihkwâyiw – it is red (use for singular inanimate noun); **mihk**wâyiwa (for plural nouns)
mihkosiyiwa – it is red (use for singular or plural animate noun; noun ends in 'a')
mihkonâkwaniyiw – it looks red (use for singular inanimate noun); **mihk**onâkwaniyiwa (pl)
mihkonâkosiyiwa – it looks red (use for singular or plural animate noun; noun ends in 'a')

B. Complete the following charts using the first two as guides:

Noun: papakowayân – shirt (NI). **Colour-root**: mihk - red

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person
mihkwâw **ni**papakowayân. My shirt is red.	**mihk**wâw **ki**papakowayân. Your shirt is red.	**mihk**wâyiw **o**papakowayân. His/her shirt is red.
mihkwâwa **ni**papakowayâna. My shirts are red.	**mihk**wâwa **ki**papakowayâna. Your shirts are red.	**mihk**wâyiwa **o**papakowayâna. His/her shirts are red.
mihkonâkwan **ni**papakowayân. My shirt looks red.	**mihk**onâkwan **ki**papakowayân. Your shirt looks red.	**mihk**onâkwaniyiw **o**papakowayân. His/her shirt looks red.
mihkonâkwana **ni**papakowayâna. My shirts look red.	**mihk**onâkwana **ki**papakowayâna. Your shirts look red.	**mihk**onâkwaniyiwa **o**papakowayâna. His/her shirts look red.

Noun: mitâs – pair of pants (NA). **Colour-root**: sîpihk - blue

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person
sîpihkosiw **n**itâs. My pair of pants is blue.	**sîpihk**osiw **k**itâs. Your pair of pants is blue.	**sîpihk**osiyiwa **o**tâs**a**. His/her pair of pants is blue.
sîpihkosiwak **n**itâsak. My pairs of pants are blue.	**sîpihk**osiwak **k**itâsak. Your pairs of pants are blue.	**sîpihk**osiyiwa **o**tâs**a**. His/her pairs of pants are blue.
sîpihkonâkosiw **n**itâs. My pair of pants looks blue.	**sîpihk**onâkosiw **k**itâs. Your pair of pants looks blue.	**sîpihk**onâkosiyiwa **o**tâs**a**. His/her pair of pants looks blue.
sîpihkonâkosiwak **n**itâsak. My pairs of pants look blue.	**sîpihk**onâkosiwak **k**itâsak. Your pairs of pants look blue.	**sîpihk**onâkosiyiwa **o**tâs**a**. His/her pairs of pants look blue.

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In the following charts use the above as examples keeping in mind the animacy of the noun and the way to make possessives out of the nouns:

- Use "*ni*" for "my" unless the noun begins with "*mi*" in which case replace the "*mi*" with "*ni*."
- Use "*ki*" for "your" unless the noun begins with "*mi*" in which case replace the "*mi*" with "*ki*."
- Use "*o*" for "his/her" unless the noun begins with "*mi*" in which case replace the "*mi*" with "*o*." Add an "*a*" at the end of a noun that is animate (obviation).
- Use "*t*" to connect the person indicators to the noun if the noun begins with a vowel.

Noun: miskotâkay – jacket (NI). **Colour-root**: askihtak - green

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person

Noun: astotin – hat (NI). **Colour-root**: osâw - orange

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person

Noun: tâpiskâkan – scarf (NA). **Colour-root**: wâposâw - yellow

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person

Noun: asikan – sock (NA). **Colour-root**: wâpisk - white

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person

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Noun: maskisin – shoe (NI). **Colour-root**: kaskitê - black

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person

Noun: astis – glove (NA). **Colour-root**: nîpâmâyât - purple

Noun owned by 1st person	Noun owned by 2nd person	Noun owned by 3rd person

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C. . Answer the following questions:

1. tânisi kâ-itasinâstêk kiskotâkay?

_____

1. tânisi kâ-itasinâstêki kimaskisina?

   _____

2. tânisi kâ-itasinâsot kitâs?

   _____

3. tânisi kâ-itasinâsocik kitasikanak?

   _____

4. tânisi kâ-itasinâstêyik otastotin Jamie?

   _____

5. tânisi kâ-itasinâstêyiki omasinahikana James?

   _____

6. tânisi kâ-itasinâsoyit otâpiskâkana Conny?

   _____

7. tânisi kâ-itasinâsoyit otastisa Cindy?

   _____

D. DO: Play "I spy with my little eye" using classroom objects.
Have students in pairs while others guess what they see.

A. niwâpahtên kîkway:
(I see something)

ê-mihkwâk
ê-sîpihkwâk
ê-askihtakwâk
ê-osâwâk
ê-wâposâwâk
ê-wâpiskâk
ê-kaskitêwâk
ê-nîpâmâyâtahk

B. niwâpamâw awiyak, âhpô kîkway:
(I see someone or something)

ê-mihkosit
ê-sîpihkosit
ê-askihtakosit
ê-osâwisit
ê-wâposâwisit
ê-wâpiskisit
ê-kaskitêsit
ê-nîpâmâyâtisit

C. awîna kâ-kikiskahk (colours from A above in Obviative form):
(Who wears)

papakowayân
miskotâkay
astotin
maskisin
iskwêwasâkay

D. awîna kâ-kikiskawât (colours from B in Obviative form):
(Who wears)

mitâsa
tâpiskâkana
astisa
asikana

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E. Fill in the following colour terms with the nouns:

Noun: miskotâkay – coat/jacket (NI). Colour root: mihk - red

Owned by 1st person	Owned by 2nd person	Owned by 3rd person
My coat is red.	Your coat is red.	Her/his coat is red. mihkwâyiw oskotâkay.
My coats are red. mihkwâwa niskotâkaya	Your coats are red.	Her/his coats are red.
My coat looks red.	Your coat looks red.	Her/his coat looks red.
My coats look red.	Your coats look red. mihkonâkwana kiskotâkaya.	Her/his coats look red.

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Noun: astis – mitt/glove (NA). Colour root: kaskitê - black

Owned by 1st person	Owned by 2nd person	Owned by 3rd person
My mitt is black. kaskitêsiw nitastis.	Your mitt is black.	Her/his mitt is black.
My mitts are black.	Your mitts are black. kaskitêsiwak kitastisak.	Her/his mitts are black.
My mitt looks black.	Your mitt looks black.	Her/his mitt looks black. kaskitêwinâkosiyiwa otastisa
My mitts look black.	Your mitts look black..	Her/his mitts look black.

7.8. REVIEW – VTI-1

Place verb-roots in the blanks; verb-roots come from the second person singular (2) form of the imperative.

IMPERATIVES	NEGATIVE IMPERATIVES	DELAYED IMPERATIVES
2. _____	2. êkâwiya _____	2. _____mohkan
2P. _____mok	2P. êkâwiya _____mok	2P. _____mohkêk
21. _____êtân*	21. êkâwiya _____êtân	21. _____ mohkahk

*the final "*a*" in the verb-root form changes to "*ê*" 1st and 2nd person forms of the indicative.

INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
1. ni_____n	1. ê-_____mân	1. _____mâni
2. ki_____n	2. ê-_____man	2. _____mani
3. _____m	3. ê-_____hk	3. _____hki
3'. _____miyiw	3'. ê-_____miyit	3'. _____miyici
1P. ni_____nân	1P. ê-_____mâhk	1P. _____mâhki
21. ki_____naw	21. ê-_____mahk	21. _____mahki
2P. ki_____nâwâw	2P. ê-_____mêk	2P. _____mêko
3P. _____mwak	3P. ê-_____hkik	3P. _____hkwâwi
3'P. _____miyiwa	3'P. ê-_____miyit	3'P. _____miyici

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RULE:

Verb-roots of VTI-1 end in '*a*'; change the '*a*' to '*ê*' for the 1st and 2nd person forms of the indicative.

STANDARD VERB STRUCTURE

Person indicator or subjunctive marker	Tense marker	Pre-verb	Verb-root	Verb ending

Chapter Eight
TRANSITIVE ANIMATE VERBS

8. TRANSITIVE ANIMATE VERBS

Transitive Animate Verbs (VTA's) require an animate object. Recall the VTIs which need inanimate objects in their sentence structures, without the object expressed we would have incomplete utterances. The same applies for the VTAs. Let's compare the imperatives of both transitive verbs.

In English we can ask people to bring things over to us without a change in the verb. In Cree, we would need to know the animacy of the object that we are asking for to use the correct verb. Here are some examples:

VTI-2	**VTA**
pêtâ kimaskisin.	pêsiw asâm.
Bring your shoe.	Bring the snowshoe.

Notice there is a similarity to the two verbs, they start the same but end different. Let's use verbs that are more similar: theverb "take" as a TIV-1 "*otina*" and as a VTA "*otin*."

VTI-1	**VTA**
otina kimaskisin.	otin asâm.
Take your shoe.	Take the snowshoe.

Knowing the animacy of nouns helps in choosing the right word in all utterances. Now lets see what happens when we make plurals out of the nouns in question.

VTI-2	**VTA**
pêtâ kimaskisina.	pêsiw**ik** asâm**ak**.
Bring your shoes.	Bring the snowshoes.

VTI-1	**VTA**
otina kimaskisina.	otin**ik** asâm**ak**.
Take your shoes.	Take the snowshoes.

Note that there is no change to the verb form for the VTIs when the noun in question is plural. The same is not the case for the VTAs. If the object is plural then the verb also has to be in the plural as highlighted in the above examples. This is known as number agreement, something that needs to be kept in mind when working with VTAs. If the object is plural then the verb must show number agreement as shown in brackets below:

VTA IMPERATIVE	**NEGATIVE IMP.**	**DELAYED IMP.**
2. _____(ik)	2. êkâwiya ____(ik)	2 _____âhkan(ik)
2P _____ihk(ok)	2P êkâwiya ___ihk(ok)	2P _____âhkêk(ok)
21 _____âtân(ik)	21 êkâwiya ___âtân(ik)	21 _____âhkahk(ik)

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8.1. EXERCISES WITH VTAand VTI IMPERATIVES

A. Translate the following imperatives, paying attention to number agreement:

Imperatives:

VTI-1 – otina – take it

1. Take (2) your book.
   _____
2. Take (2) your books.
   _____
3. Take (2P) your shoe.
   _____
4. Take (2P) our shoes.
   _____
5. Let's (21) take the jacket.
   _____
6. Let's (21) take the jackets.
   _____

VTA – otin – take it

1. Take (2) your mitt.
   _____
2. Take (2) your mitts.
   _____
3. Take (2P) your scarf.
   _____
4. Take (2P) your scarves.
   _____
5. Let's (21) take the sock.
   _____
6. Let's (21) take socks.
   _____

Negative Imperatives:

VTI-1 – kanawâpahta – look at it

1. Don't look at (2) the book.
   _____
2. Don't look at (2) the books.
   _____
3. Don't look at (2P) the shoe.
   _____
4. Don't look at (2p) the shoes.
   _____
5. Let's (21) not look at the jacket.
   _____
6. Let's (21) not look at the jackets.
   _____

VTA – kanawâpam – look at it

1. Don't look at (2) the mitt.
   _____
2. Don't look at (2) the mitts.
   _____
3. Don't look at (2P) the scarf.
   _____
4. Don't look at (2P) the scarves.
   _____
5. Let's (21) not look at the sock.
   _____
6. Let's (21) not look at the socks.
   _____

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Delayed Imperatives:

VTI-1 – natona – look for it	**VTA – natonaw – look for it**
1. Look for (2) your book later. _____	1. Look for (2) your mitt later. _____
2. Look for (2) your books later. _____	2. Look for (2) your mitts later. _____
3. Look for (2P) your shoe later. _____	3. Look for (2P) your scarf later. _____
4. Look for (2p) your shoes later. _____	4. Look for (2P) your scarves later. _____
5. Let's (21) look for the jacket later. _____	5. Let's (21) look for the sock later. _____
6. Let's (21) look for the jackets later. _____	6. Let's (21) look for the socks later. _____

WORDS for the foregoing exercise:

mwêsta – later	êkâwiya – don't (use in negative imperatives)
masinahikan – book (NI)	astis – mitt (NA)
maskisin – shoe (NI)	tâpiskâkan – scarf (NA)
miskotâkay – jacket (NI)	asikan – sock (NA)

B. Make imperatives given the following words:

mîci – it it (VTI-3)	môw – eat it (VTA)	pêtâ – bring it (VTI-2)
pêsiw – bring it (VTA)	kinosêw – fish (NA)	wiyâs – meat (NI)
ôsih – boat (NI)	apoy – paddle (NA)	

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

Unlike the previous verbs that we have covered, the VTAs will depend on the number of the object that is spoken about. If, for example, I want to say "I see a dog" I would say "*niwâpamâw atim*." If I want to say "I see dogs" then the verb will have to show that it agrees in number to the plural object "dogs" as "*niwâpamâw**ak** atim**wak**.*" **This number agreement is highlighted in the charts on the next page by brackets.**

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8.2. CONJUGATION PATTERNS

Like the VAIs and the VTIs the VTAs also have imperatives, negative imperatives and delayed imperatives. The VTAs, however, must show number agreement if the object is plural as shown in the forms below in brackets.

IMPERATIVE	NEGATIVE IMP.	DELAYED IMP.
2. _____(ik)	2. êkâwiya ____(ik)	2 _____âhkan(ik)
2P _____ihk(ok)	2P êkâwiya ___ihk(ok)	2P _____âhkêk(ok)
21 _____âtân(ik)	21 êkâwiya ___âtân(ik)	21 _____âhkahk(ik)

Like the VAIs and the VTIs the VTAs in the indicative and subjunctinve forms can have nine possible agents/subjects carrying out the action identified in the conjugation pattern by the following numeric system:

No.	Subject/Agent	Indicative Mood	Subjunctive
1	1st person singular 'I'	ni_____âw(ak)	ê-_____ak(ik)
2	2nd person singular 'you'	ki_____âw(ak)	ê-_____at(cik)
3	3rd person singular 's/he/it'	_____êw	ê-_____ât
3'	3rd person obviative 'Her friend'	_____êyiwa	ê-_____âyit
1P	1st person plural 'we' (excl.)	ni_____ânân(ak)	ê-_____âyâhk(ik)
21	1st person plural 'we' (incl.)	ki_____ânaw(ak)	ê-_____âyahk(ik)
2P	2nd person plural 'you'	ki_____âwâw(ak)	ê-_____âyêk(ok)
3P	3rd person plural 'they'	_____êwak	ê-_____âcik
3'P	3rd person obviative plural 'Their friend'	____êyiwa	ê-_____âyit

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As with other verbs all tense indicators, pre-verbs, and verb roots can be placed in the blank spaces in the above paradigms. VTAs follow the standard verb structure:

Indicative person indicators: "*ni*" and '*ki*" **Subjunctive markers**: *ê*- or *kâ*- or *ta*-	Tense Indicators: *kî*- past *wî*- (going to) *ka*-(*ta*-) (will) *kakî*- (can/could)	Pre-verbs	Verb-roots	Verb endings

TENSES

VTAs also use the following tenses that are used in other verbs:

The present (tense indicator: none):	**niwâpamâw**	**- I see (him/her).**
The past (tense indicator**: kî-):**	**ni**kî**-wâpamâw**	**- I saw (him/her).**
The future intentive (tense: **wî**):	ni**wî**-wâpamâw	- I am going to see (him/her).
The future definite (tense : **ka**-):	ni**ka**-wâpamâw	- I will see (him/her).

The future definite tense for 1st and 2nd person forms is "*ka*-" and "*ta*-" for third person forms.

The future definite tenses are never used in the subjunctive forms of verbs.

Another way of understanding the paradigm of verbs is to see the nature of the utterance as in who speaks, who is spoken to, and who is spoken about:

1st person subject: the speaker	**2nd person subject: the one/ones spoken to**	**3rd person subject: the one/ones talked about**
1 - "ni_____âw(ak)" The speaker talking about himself/herself: "I".	2 - "ki_____âw(ak)" The addressee, i.e. the one spoken to: "you".	3 - "_____êw" The topic, i.e. the one spoken about: "she/he/it".
1P - "ni_____ânân(ak)'' The speaker talking about self and others but excludes the one spoken to: "We (excl.)".	2P - "ki_____âwâw(ak)" Two or more persons spoken to: "You (plural)".	3P - "_____êwak" Two or more persons spoken about: "they".
21 - "ki_____ânaw(ak)" The speaker talking about self and others and includes the one spoken to: "We (incl.)"		3' - "_____êyiwa" The friend, relative or pet of a 3rd person: "His/her _____"
		3'P - "_____êyiwa" The friends, relatives or pets of 3rd persons: "Their _____"

Here then are all the paradigms for transitive animate verbs (verb-roots, etc. go in the blanks):

IMPERATIVE	**NEGATIVE IMP.**	**DELAYED IMP.**
2. _____(ik)	2. êkâwiya ___(ik)	2 _____âhkan(ik)
2P _____ihk(ok)	2P êkâwiya ___ihk(ok)	2P _____âhkêk(ok)
21 _____âtân(ik)	21 êkâwiya ___âtân(ik)	21 _____âhkahk(ik)

INDICATIVE MOOD		**SUBJUNCTIVE MOOD**	
1	ni_____âw(ak)	1	ê-_____ak(ik)
2	ki_____âw(ak)	2	ê-_____at(cik)
3	_____êw	3	ê-_____ât
3`	_____êyiwa	3`	ê-_____âyit
1P	ni_____ânân(ak)	1P	ê-_____âyâhk(ik)
21	ki_____ânaw(ak)	21	ê-_____âyahk(ik)
2P	ki_____âwâw(ak)	2P	ê-_____âyêk(ok)
3P	_____êwak	3P	ê-_____âcik
3`P	_____êyiwa	3`P	ê-_____âyit

REMEMBER that the standard verb-phrase structure applies to all verbs:

Indicative person indicators: '*ni*' and '*ki*' **Subjunctive markers**: *ê*- or *kâ*- or *ta*-	Tense Indicators: *kî*- past *wî*- (going to) *ka*-(*ta*-) (will) *kakî*- (can/could)	Pre-verbs	Verb-roots	Verb endings

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8.3. OBVIATION

Review: the letters in brackets ( ) indicate the plural form of the verb used when the object in the sentence is plural; **NUMBER AGREEMENT** is necessary for VTA's. That is to say if the object is plural then the verb must also be in the plural; if the object is singular then the verb must be in the singular.

Yet another peculiarity about VTA's is the process of obviation. All objects of VTA's undergo obviation in the third person indicators (3, 3`, 3P, 3`P). Consider the following:

1.	nimôwâw kinosêw. I eat fish.	nimôwâw**ak** kinosêw**ak**. I eat fish (plural).
2.	kimôwâw kinosêw. You eat fish.	kimôwâw**ak** kinosêw**ak**. You eat fish (plural)
3.	môwêw kinosêwa. He eats fish.	

Notice that the object of the sentence "*kinosêw* - fish" remains in its original form in both 1 and 2 but undergoes a change with the insertion of the "*a*" at the end of the noun in 3. This process is known as obviation; it serves to identify which is the object of the sentence. Had we left 3 without the noun "*kinosêw*" being obviated we would have a situation which would leave that noun as the subject with the question of what that fish is eating left unresolved. Let's consider the case of the mystery eater:

4. môwêw kinosêw kisîmis**a**.

5. môwêw kinosêw**a** kisîmis.

Who eats whom?

The answer to that question depends on which of the two nouns has undergone obviation: in 4 "kisîmis - your younger sibling" has been obviated so this is the object of the sentence, the one being eaten; "kinosêw - the fish" is the subject, the one doing the eating. So what we have in 4 is a rather cryptic situation:

4a. The fish eats your younger sibling.

The situation in 5, where "*kinosêw*" is obviated, is the reverse of 4:

5a. Your younger sibling eats fish.

In the preceeding examples we've seen a situation common to all VTA's: the process of obviation that is required in all third persons of the VTA's. For most transitive animate verbs the objects of first and second persons need no obviation unless there are two objects: a direct object and an indirect object.

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Consider the following using the VTA "*asam* -feed him":

6. nitasamâw kisîmis.
   I feed your younger brother.

7. nitasamâw kisîmis kinosêwa.
   I feed your younger brother fish.
   I feed fish to your younger brother.

In 6 we have only one object "*kisîmis*" so we have no problem there; in 7, however, we have two objects "*kisîmis*" and "*kinosêw.*" One of these needs to be obviated, and depending on which is obviated, that is the one that is about to be eaten. Luckily for "*kisîmis*" it is the "*kinosêw*" which is about to be eaten. We could have had this situation where "*kisîmis*" is the one being obviated:

8. nitasamâw kisîmisa kinosêw.
   I feed your younger brother to the fish.

The chart below shows the forms for obviation and proximate:

Nouns: proximate	**Nouns:** obviate	**Verbs:** 3rd person proximate (VTA and VTI-1)	**Verbs:** 3rd person obviate (VTA and VTI-1)
1. Animate: Singular (VTA)	**o_____a**	_____ê**w**	_____ê**yiwa**
2. Animate: Plural (VTA)	**o_____a**	**_____êwak**	**_____êyiwa**
3. Inanimate: Singular (VTI-1)	**o_____**	**_____m**	_____mi**yiw**
4. Inanimate: Plural (VTI-1)	**o_____a**	**_____m**	**_____miyiwa**

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A peculiarity about animate nouns which undergo obviation is that they seem to lose their original animacy and number classifications. There is no way to tell if the animate noun is singular or plural unless you include a number before the noun. Also, as the example below illustrates, the animate noun which has undergone obviation seems to lose its animacy:

9. môwêw nîso kinosêwa kisîmis – Your younger sibling eats two fish.

"Fish" is an animate noun so, according to the rules for making plurals out of animate nouns, we would expect the Cree word to end in a *k* like all animate plurals. However, although we are talking about two fish in the foregoing example as the object of a transitive animate verb with a third person subject it must be marked for obviation and not number.

8.4. Connect any of these units from left to right to make ten sentences: VTAs

Person indicators	Tense	Pre-verb	Verb-root VTA	Endings
Indicative: ni (1, 1P) ki (2, 21, 2P) **Subjunctive :** ê- (subordinate) kâ- (relative clause) ta- (infinitive)	kî- past wî- future intent ka- (ta-) future definite kakî- modal Present tense has no tense indicator. **RULES only for the Indicative:** 1. Use the "t" as a connector for the present tense only if VR or PV begin with a vowel. **Rules for TAVs only:** **a) Number agreement:** if object is plural then the 1st and 2nd persons have to be plural. **b) Obviation**: objects of 3rd person verbs need to be marked for obviation.	-kakwê- (try) -nitawi- (go and/to) -nohtê- (want) -nihtâ-(can do well) -mâci-(begin) -pêyako-(alone) -pôni-(stop) -ati-(start) -pê-(come) -pêci-(come) -sâpo-(through) -papâsi-(hurriedly) -nisihkâci-(slowly) pêyahtaki-(carefully) -miyo- (good) -mâyi-(badly) -maci-(bad/evil) -sôhki-(hard) -pisci-(accidently) -mwayî-(before) -matwê-(heard of in the distance)	otin (take it) nâs (fetch it) sâmin (touch it) mîskon (feel it) pêhtaw (hear it) natohtaw (listen to it) nitawêyim (want it) natonaw (search for it) miskaw (find it) wâpam (see it) kanawâpam (look at it) kocispis (taste it) paswâs (sniff it) miyâm (smell it) nisitohtaw (understand it) kiskêyim (know it) nisitawêyim (know it) atoskâs (work for someone) masinahamaw (write to someone) postiskaw (put it on) kêcikoskaw (take it off) kisîpêkin (wash it) kîsis (cook it) itôtaw (do it) mêtawâkâs (disrespect it) yohtên (open it) kipah (close it) ohpin (lift it) yahkowêpin (push it) nâkatawêyim (take care of it)	**Indicative:** âw(ak) (1, 2) êw (3) êyiwa (3', 3'P) ânân(ak) (1P) ânaw(ak) (21) âwâw(ak) (2P) êwak (3P) **Subjunctive:** ak(ik) (1) at(cik) (2) ât (3) âyit (3', 3'P) âyâhk(ik) (1P) âyahk(ik) (21) âyêk(ok) (2P) âcik (3P)

/ ni / kî- / nôhtê- / wâpam / âw(ak)

\nikî-nohtê-wâpamâw(ak)/ - I wanted to see him/her(them).

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8.5. REVIEW – VTA

Place verb-roots in the blanks; verb-roots come from the second person singular (2) form of the imperative.

IMPERATIVES	NEGATIVE IMPERATIVES	DELAYED IMPERATIVES
2. _____(ik)	2. êkâwiya _____(ik)	2. _____âhkan(ik)
2P. _____ihk(ok)	2P. êkâwiya _____ihk(ok)	2P. _____âhkêk(ok)
22. _____âtân(ik)	21. êkâwiya _____âtân(ik)	21. _____ âhkahk(ik)

INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
1. ni_____âw(ak)	1. ê-_____ak(ik)	1. _____aki
2. ki_____âw(ak)	2. ê-_____at(cik)	2. _____aci
3. _____êw	3. ê-_____ât	3. _____âci
3'. _____êyiwa	3'. ê-_____âyit	3'. _____âyici
1P. ni_____ânân(ak)	1P. ê-_____âyâhk(ik)	1P. _____âyâhki
21. ki_____ânaw(ak)	21. ê-_____âyahk(ik)	21. _____âyahki
2P. ki_____âwâw(ak)	2P. ê-_____âyêk(ok)	2P. _____âyêko
3P. _____êwak	3P. ê-_____âcik	3P. _____âtwâwi
3'P. _____êyiwa	3'P. ê-_____âyit	3'P. _____âyici

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RULES:

a) Number agreement needed for verbs in the 1st and 2nd persons (as marked by the brackets above): if the object is plural them the verb also has to be plural.
b) Obviation: objects of 3rd person verbs are marked for obviation by adding an 'a' to the noun that serves as the object of the sentence.

STANDARD VERB STRUCTURE

Person indicator or subjunctive marker	Tense marker	Pre-verb	Verb-root	Verb ending

8.6. EXERCISES WITH TRANSITIVE VERBS:
A. CONJUGATE THE FOLLOWING:

1. Put the VTA "natohtaw - listen to him" into the 21 of the imperative.

_____

2. Put the VTI-1 "natohta - listen to it" into the 21 of the imperative.

_____

3. Put the VTA "natonaw - look for him" into the 1P of the Ind. Md. with plural object.

_____

4. Put the VTI-1 "natona - look for it" into the 1P of the Ind. Md. with plural object.

_____

5. Put the VTA "wîcih - help him" into the 3 of the Subj. Md. with PV "nitawi - go and."

_____

6. Put the VTA "nisitohtaw - understand someone" into the 1 of the Ind. Md.

_____

7. Put the VTI-1 "nisitohta - understand it" into the 1 of the Ind. Md.

_____

8. Put the VTA "môw - eat it" into the 2, past tense with plural object of the Ind. Md.

_____

9. Put the VTA "kêcikoskaw - take it off" into the 3P future intentive of the Subj. Md.

_____

10. Put the VTI-1 "kêcikoska - take it off" into the 21 future definite of the Ind. Md.

_____

11. Put the VTA "postiskaw - put it on" into the 1P of the Ind. Md. with PV "nohtê - want to" and plural object.

_____

12. Put VTI-1 "postiska - put it on" into the 3` with PV "kakwê - try to" in the Ind. Md.

_____

13. Put the VTI-1 "atoskâta - work at it" into the 2P of the Delayed Imperative.

_____

14. Put the VTA "atoskâs - work for someome" into the 2P of the Delayed Imperative.

_____

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B. TRANSLATE CREE TO ENGLISH:

môw – eat it (VTA) atoskâta – work at it (VTI-1) wîcih – help someone (VTA)
natonaw – look for someone (VTA) kêcikoska – take it off (VTI-1)

1. kî-môwêyiwa kinosêwa.

_____

2. âsay cî kî-nitawi-atoskâtam nêhiyawêwin?

_____

3. sêmâk wîcihik kistêsak.

_____

4. mâka-mîna cî ê-natonawacik kitastisak?

_____

5. kakwê-kêcikoskamohkan kimaskisina mwêstas.

_____

C. TRANSLATE ENGLISH TO CREE:

natohtaw – listen to someone (VTA) nisitohta – understand it (VTI-1)
kêcikosaw – take it off (VTA) postiska – put it on (VTI-1)
postiskaw – put it on (VTA) namôya – no/a negator

1. As usual I didn't listen to my older brother.

_____

2. Did you understand that Cree?

_____

3. He tried to take off his mitts.

_____

4. He didn't want to put on his shoes.

_____

5. Don't put on your mitts later, put them on now.

_____

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D. TRANSLATE the following keeping in mind obviation and number agreement:

miy – give it to someone (VTA) wîsâm – invite someone (VTA)
wîcih – help someone (VTA) asam – feed someone (VTA)
wîcêw – accompany someone (VTA) môw – eat it (VTA)
masinahamaw – write to someone (VTA)

1. I gave that book to your older sister.

   _____

2. Did you give your shoes to your cousins (paternal uncle's sons)?

   _____

3. He invited your father to the store.

   _____

4. Let's help your younger brother tonight.

   _____

5. They fed the boys ducks.

   _____

6. Are you (pl) going to write to your mother?

   _____

7. I fed my friend bannock.

   _____

8. We (incl.) ate fish last night.

   _____

9. We (excl.) accompanied the girls to the university this morning.

   _____

10. Give them your books when you (pl) see them.

    _____

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E. CONJUGATE THE FOLLOWING:

1. Put the VTA "wîcih - help her/him" into the 3rd person singular of the Ind. Md.

   _____

2. Put the VTA "wîcêw - accompany her/him" into the 3` of the Ind. Md.

   _____

3. Put the VTA "wîsâm - invite her/him" into the 3P of the Ind. Md.

_____

4. Put the VTA "kanawâpam - look at her/him" into the 3`P of the Ind. Md.

_____

5. Put the VTA "kiyokaw - visit her/him" into the 2, past tense (with plural object) of the
a) Ind. Md.

_____

b) Subj. Md.

_____

6. Put the VTA "wâpam - see him/her" into the 3 future intentive tense with pre-verb "nitawi - go and" in the:
a) Ind. Md.

_____

b) Subj. Md.

_____

7. Put the VTA "postiskaw - put it on" into the 3P in the past tense of:
a) Ind. Md.

_____

b) Subj. Md.

_____

8. Put the VTA "miskaw - find him" into the 3`P in the:
a) Ind. Md. (future definite tense):

_____

b) Subj. Md. (future intentional tense):

_____

9. Put the VTA "natohtaw - listen to him" into the 3` with Pre-verb "nohtê - want to" in:
a) Ind. Md. (past tense):

_____

b) Subj. Md. (past tense):

_____

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10. Put the VTA "natonaw - look for him" into the 3 of the:
a) Ind. Md. (future definite tense):

_____

b) Subj. Md. (future intentional tense):

_____

11. Put the VTA "wanih - loose him" into the 3P of the:
a) Ind. Md. (future definite)

_____

b)Subj. Md. (future conditional)

_____

12. Put the VTA "ayâw - have/to be" into the 3`P into the future definite tense, of the Ind. Md.

_____

13. Put VTA "kêcikoskaw - take it off" into the 1, past tense with Preverb "kakwê - try to" and plural object into the:
a) Ind. Md.

_____

b) Subj. Md.

_____

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F. TRANSLATE:

1. kî-môwêyiwa kinosêwa otôtêma.

_____

2. âsay cî kî-nitawi-wâpamêw okiskinwahamâkêwa kistês?

_____

3. wîsâmâhkanik kîtisânak.

_____

4. mâka mîna cî ê-kî-wanihacik kitastisak tipiskohk?

_____

5. kakwê-nitawi-kiyokawâhkan kikâwiy nîpihki.

_____

6. âsay mîna nikî-natonawânânak awâsisak.

_____

7. nikî-pisci-postiskawâwak ê-pîtosinâkosicik asikanak.

_____

8. mâka mîna cî êkâ ê-nohtê-natohtawâyêkok kimosôminawak?

_____

9. namôya nikî-miskawâwak aniki atimwak nêtê sâkahikanihk.

_____

10. kikî-wîcihâw cî kitôtêm ta-atoskâtahk nêhiyawêwin?

_____

G. TRANSLATE:

1. John saw Mary eating.

_____

2. The old man looked at the children playing.

_____

3. The cat ate the fish that he had found.

_____

4. The girl threw away her mittens when spring came.

_____

5. The boys threw away their books when they finished school.

_____

6. The women brought the bannock.

_____

7. The man took his parents to town to see the doctor.

_____

8. The young man followed the young ladies to the lake.

_____

9. The child listened to his parents.

_____

10. He helped her to write to her parents.

_____

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8.7. Inverse forms

There are various classes of **inverse forms** in Cree. This text will only look at what I like to call "the you and me" set and the regular inverse form where the person indicators, which used to identify the subject of the verb, become the object with a third person subject.

8.7.a. The 'you and me' set:

This set has the second person as the subject and the first person as object or vice versa. They can be in the imperative, delayed imperative, indicative and subjunctive as shown in the following charts:

Imperative	**Delayed Imperative**
2. _____in	2. _____ihkan
1P _____inân	1P _____ihkahk

Indicative	**Subjunctive**
'you' as subject	'you' as subject
2. ki_____in	2. ê-_____iyan
1P. ki_____inân	1P. ê-_____iyahk
2P ki_____inâwâw	2P. ê-_____iyêk

Indicative	**Subjunctive**
'I' as subject	'I' as subject
2. ki_____itin	2. ê-_____itân
1P. ki_____itinân	1P. ê-_____itahk
2P ki_____itinâwâw	2P. ê-_____itakwâw

Let's now apply these charts along with translations using the VTA "asam – feed someone"

Imperative	**Delayed Imperative**
2. **asam**in	2. **asam**ihkan
Feed me.	Feed me later.
1P **asam**inân	1P **asam**ihkahk
Feed us.	Feed us later.

Indicative	**Subjunctive**
'you' as subject	'you' as subject
2. kit**asam**in	2. ê-**asam**iyan
You feed me.	You feed me.
1P. kit**asam**inân	1P. ê-**asam**iyahk
You feed us.	You feed us.
2P kit**asam**inâwâw	2P. ê-**asam**iyêk
You (plural) feed us.	You (plural) feed us.

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Indicative	**Subjunctive**
'I' as subject	'I' as subject
2. kit**asam**itin	2. ê-**asam**itân
I feed you.	I feed you.
1P. kit**asam**itinân	1P. ê-**asam**itahk
We feed you.	We feed you.
2P kit**asam**itinâwâw	2P. ê-**asam**itakwâw
I feed you (plural).	I feed you (plural).

8.7.b. The regular inverse

The regular inverse has a 3rd person subject and the object is identified by the person indicator (if any) in the following charts:

Indicative	**Subjunctive**
1. ni_____ik(wak)	1. ê-_____it(cik)
2. ki_____ik(wak)	2. ê-_____isk(ik)
3. _____ikow	3. ê-_____ikot
3' _____ikoyiwa	3' ê-_____ikoyit
1P. ni_____ikonân(ak)	1P ê-_____ikoyâhk(ik)
23. ki_____ikonaw(ak)	21 ê-_____ikoyahk(ik)
2P. ki_____ikowâw(ak)	2P ê-_____ikoyêk(ok)
3P. _____ikowak	3P ê-_____ikocik
3'P _____ikoyiwa	3'P ê-_____ikoyit

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Now let's try some translations using the foregoing chart along with the following words:

Indicative	**Subjunctive**
1. ni_____ik	1. ê-_____it

VTA 'wâpam – see someone'

He sees me. _____

He saw me. _____

He will see me._____

He's going to see me. _____

2. ki_____ik	2. ê-_____isk

VTA 'wîsam - invite'

He invites you. _____

He invited you. _____

He will invite you._____

He's going to invite you. _____

3. _____ikow 3. ê-_____ikot

VTA 'wîcih – help someone'

He helps him. _____

He helped him. _____

He will help him._____

He's going to help him. _____

1P. ni_____ikonân 1P ê-_____ikoyâhk

VTA 'wîcêw – accompany someone'

He accompanys us. _____

He accompanied us. _____

He will accompany us._____

He's going to accompany us. _____

2P. ki_____ikowâw 2P ê-_____ikoyêk

VTA 'kanawâpam – look at someone'

He looks at you. _____

He looked at you. _____

He will look at you._____

He's going to look at you. _____

3P. _____ikowak 3P ê-_____ikocik

VTA 'natohtaw – listen to someone'

They listens to him. _____

They listened to him. _____

They will listen to him._____

They are going to listen to him. _____

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8.8. TRANSITIVE VERB PAIRS: VTAs and VTIs (unless marked otherwise)

ENGLISH: "it" refers to any noun.	TRANSITIVE ANIMATE	TRANSITIVE INANIMATE
Taste it.	kocispis*	kocispita
Like the taste of it.	wihkipw-**	wihkista
Eat it.	môw	mîci (VTI-3)
See it.	wâpam	wâpahta
Look at it.	kanawâpam	kanawâpahta
Hear it.	pêhtaw	pêhta
Listen to it.	natohtaw	natohta
Understand it.	nisitohtaw	nisitohta
Recognize it.	nisitawêyim	nisitawêyihta
Know it.	kiskêyim	kiskêyihta
Fetch it.	nâs*	nâta
Choose it.	nawasôn	nawasôna
Take it (buy it).	otin	otina
Bring it.	pêsiw	pêtâ (VTI-2)
Try it.	kocih	kocihtâ (VTI-2)
Feel it.	mîskon	mîskona
Touch it.	sâmin	sâmina
Smell it.	miyâm	miyahta
Have it.	ayâw	ayâ (VTI-2)
Look for it.	naton	natona
Find it.	miskaw	miska
Fry it.	sâsâpiskisw-**	sâsâpiskisa
Boil it.	pakâsim	pakahtâ (VTI-2)
Put it in the oven.	pihtâpiskahw-**	pihtâpiskaha
Cook it.	kîsisw-**	kîsisa

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*Transitive animate verb-roots ending in "s" have that changed to a "t" in the conjugation. The change occurs in the 21 of the Imperative and all the forms of the Indicative mood and Subjunctive mood.

**The ending of the root here is simply to indicate that we need a "w" before putting in the verb endings in the conjugation.

Some TA verbs do not have a TI counterpart. These include:

Feed him	- asam	visit him	- kiyokaw
Invite him	- wîsâm	invite him/call him over	- natom
Help him	- wîcih	accompany him	- wîcêw

8.8.a. FOODS: inanimates

The following foods are inanimate. We would use the TI class 3 verb "*mîci* - eat it" if we are talking about eating these. The TI class 3 verbs (which end in a short "*i*") follow the VAI conjugation pattern as does the TI class 2 (which end in a long *â*). For the liquids we would use the AI verb "*minihkwê* - drink."

Meats:

wiyâs	- meat	mostosowiyâs	- beef
kohkôsiwiyâs	- pork/ham	kohkôsiwîyin	- bacon
kohkôsopwâm	- ham	môsowiyâs	- moose meat
atihkowiyâs	- caribou meat	sikopicikaniwiyâs	- ground meat
mitêh	- heart	wîniy	- bone marrow
mitêyaniy	- tongue	micakisîsa	- sausages
pimihkân	- pemmican	kahkêwak	- dried meat
paskwâmostosowiyâs	- buffalo meat		
pahkahâhkwânowiyâs	- chicken meat		
amiskowiyâs	- beaver meat		
mâyatihkowiyâs	- mutton		

Berries and other foods:

mînis	- berry	iyinimina	- blueberries
wîsakîmina	- cranberries	maskêkômina	- cranberries
nîpiminâna	- cranberries	takwahiminâna	- choke-cherries
mitêhimina	- strawberries	misâskatômina	- Saskatoon berries
otisîhkân	- turnip	kâ-mihkwaskwâhki	- beets
nîpiya	- lettuce/salad	napatâkwa	- potatoes
kiscikâna	- potatoes	askipwâwa	- potatoes
wîyihtihp	- brain	tohtôsâpôwipimiy	- butter
pimiy	- oil/lard/grease	manihikan	- cream
tohtôsâpoy	- milk	wâwi	- egg
iskwêsisâpoy	- beer	iskotêwâpoy	- liquor
nihtiy	- tea	maskihkîwâpoy	- herb-tea
pihkatêwâpoy	- coffee	sîwâpoy	- pop
kisâstêwâpoy	- Kool-Aid	sôminâpoy	- wine
mîcimâpoy	- soup	osâwâpoy	- orange juice
sîwinôs/sîwâs	- candy	âmômêyi	- honey
âmôsîsipâskwat	- honey	sîsipâskwat	- maple sugar
pêskomina	- pepper	wîsakat	- pepper
askîwisîwihtâkan	- pepper	sîwihtâkan	- salt
sîwinikan	- sugar	wihtikôwimîciwin	- popcorn
mîciwin	- food	ohpihkasikan	- yeast
wihkês	- muskrat-root	wihkaskwa	- sweet-grass
paskwâwihkaskwa	- sage	maskihkiy	- medicine

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8.8.b. FOODS: animate

The following foods are animate. We would use the VTA "*môw*" with these foods.

apistâcêkos	- antelope	môswa	- moose
wâwâskêsiw	- elk	mâyatihk	- sheep
wâpos	- rabbit	apisimôsos	- deer
sîsîp	- duck	niska	- goose
atihk	- caribou	maskwa	- bear
mwâkwa	- loon	anikwacâsk	- gopher/squirrel
pahkahâhkwân	- chicken	paskwâmostos	- buffalo
pihêw	- grouse	paspaskiw	- birch grouse
misihêw	- turkey	amisk	- beaver
kinosêw	- fish	okâw	- pickerel
atihkamêk	- white-fish	iyinikinosêw	- jack-fish
miniy	- Mariah fish	otônapiy	- tullabee
namêw	- sturgeon	namêkos	- trout
namêpin	- sucker	manôminak	- rice
maskosîmina	- wild rice	ôcîcisak	- rice
wâpinôminak	- rice	mahtâmin	- corn
oskâtâsk	- carrot	maskimocisak	- beans
wihcêkaskosîs	- onion	kihcôkiniy	- tomato
okiniyak	- wild rose-hips	sâpôminak	- gooseberries
ayôskanak	- raspberries	sôminisak	- raisins
picikwâs	- apple	wâkâs	- banana
osâwâs	- orange	pakân	- nut
pihkasikan	- toast	ânômin	- oatmeal
pahkwêsikan	- bannock	pîswêhkasikan	- bread
pîswêhkasikanisak	- buns	sîwihkasikan	- cake
wihkihkasikan	- cake	sîwihkasikanak	- baked goods
sîwinikan	- sugar	yîwahikanak	- ground meat/fish
miskwamiy	- ice	namîscîkos	- dried fillets

Kitchen vocabulary:

mohkomân	- knife (NI)	cîstahâsêpon	- fork (NI)
êmihkwân	- spoon(NA)	oyâkan	- plate (NI)
minihkwâcikan	- cup (NI)	askihk	- pail (NA)
sîsîpaskihk	- kettle (NA)	sâsâpiskisikan	- frying-pan (NA)
sâsêskihkwân	- frying-pan (NA)	kocawâkanis	- match (NI)
akocikan	- cupboard (NI)	kotawânâpisk	- stove (NI)
kêsiskawihkasikan	- micro-wave (NI)	sêkowêpinâpisk	- oven (NI)
ahkwacikan	- freezer (NI)	tahkascikan	- fridge (NI)

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8.8.c. ANIMATE INTRANSITIVE VERBS used with meals, etc.:

mîciso	- eat	nohtêkatê	- be hungry
minihkwê	- drink	nohtêyâpâkwê	- be thirsty
kîspo	- be full	wihkohkê	- make a feast
asahkê	- feed people	mîcisosi	- eat a little
kitânawê	- eat everything	minihkwêsi	- drink a little
kîsitêpo	- cook	kîkisêpâk-mîciso	- eat breakfast
paminawaso	- cook	nawacî	- roast
âpwê	- roast over a fire	âpihtâkîsikani-mîciso	- eat lunch
mawimosi	- pray over food	otâkwani-mîciso	- eat supper
nîminikê	- serve out food	apwânâskohkê	- make fish-roast stick

HOLIDAYS:

ocîmikîsikâw	- New Year's Day
mitêhi-kîsikâw	- Valentine's Day
kihci-niyânano-kîsikâw	- Good Friday
apisisinowi-kîsikâw	- Easter Sunday
kihci-okimâskwêwi-kîsikâw	- Victoria Day
okâwîmâwikîsikâw	- Mother's Day
ohtâwîmâwikîsikâw	- Father's Day
mêtawêwikîsikâw	- Dominion Day (July 1)???
tipahamâtowikîsikâw	- Treaty Day
kihci-asotamâkêwinikîsikâw	- Treaty Day
sôniyâskâw	- Treaty Day (Lac La Ronge area)
otatoskêwikîsikâw	- Labour Day
nanâskomowikîsikâw	- Thanksgiving Day
cîpayi-kîsikâw	- Holloween (Day)
cîpayi-tipiskâw	- Holloween (Night)
onôtinitowikîsikâw	- Rememberance Day
manitôwikîsikâw	- Christmas Day
makosîkîsikâw	- Christmas Day (Lac La Ronge area)

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8.9. READ THE TEXT THEN ANSWER THE QUESTIONS

pêyakwâw êsa[i]Shaking-Spear pimohtêw mêskanâhk. wâpamêw[ii] mostoswa.
"tânisi," itwêw[iii] awa nâpêw.
"môw, môw[iv]," itwêw awa pêyak mostos. koskohtawêw[v] ôhi mostoswa Shaking-Spear!
"hay! awas! namôya ninohtê-mîcison," itwêw awa Shaking-Spear.

QUESTIONS:

1. tânitê awa Shaking-Spear kâ-pimohtêt[vi]? _____

2. awîyiwa[vii] kâ-wâpamât? _____

3. tânisi kâ-itât[viii] ôhi mostoswa? _____

4. tânisi kâ-itikot[ix] ôhi mostoswa? _____

5. tânisi kâ-isi-naskwêwasihât[x]? _____

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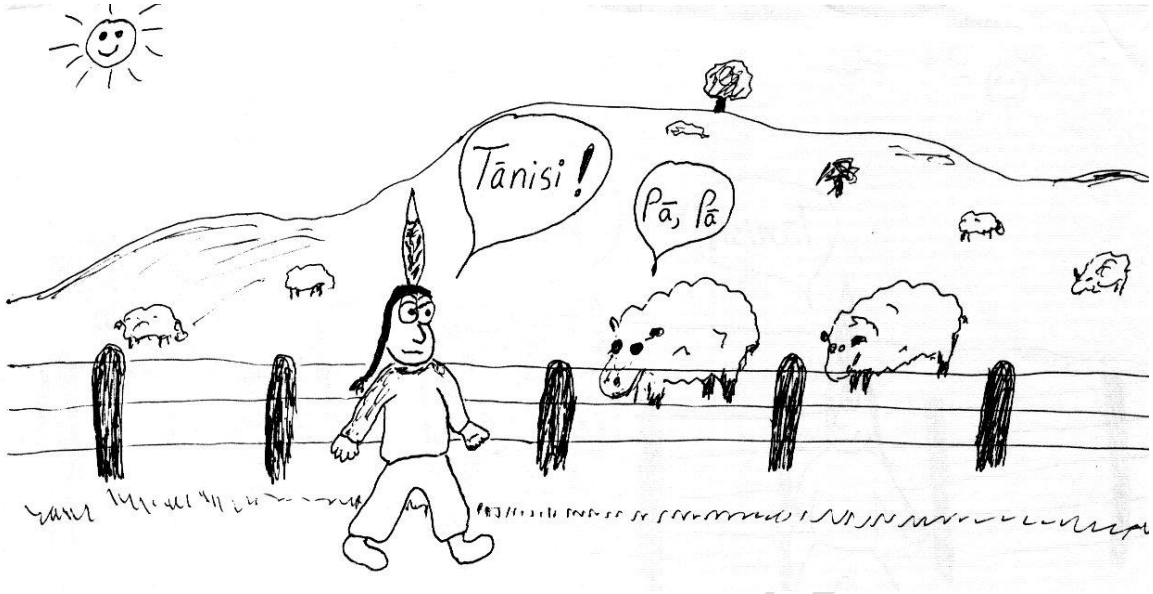

âsay mîna[xi] pimohtêw mêskanâhk Shaking-Spear. wâpamêw mâyacihkosa.
"tânisi," kâ-itât êsa ôhi mâyacihkosa.
"pâ[xii], pâ," kâ-itikot pêyak mâyacihkosa. wahwâ![xiii] koskohtawêw!
"hay, awas! namôya niya kipâpâ!" kâ-itât êsa.
ati-sipwêhtêw. kwayask[xiv] kisowâsiw![xv]

Questions:

1. âsay mîna cî pimohtêw mêskanâhk Shaking-Spear? _____

2. awîyiwa êkwa kâ-wâpamât? _____

3. tânisi kâ-itikot ôhi mâyacihkosa? _____

4. tânisi kâ-isi-naskwêwasihât?_____

5. ati-kisowâsiw cî awa nâpêw? _____

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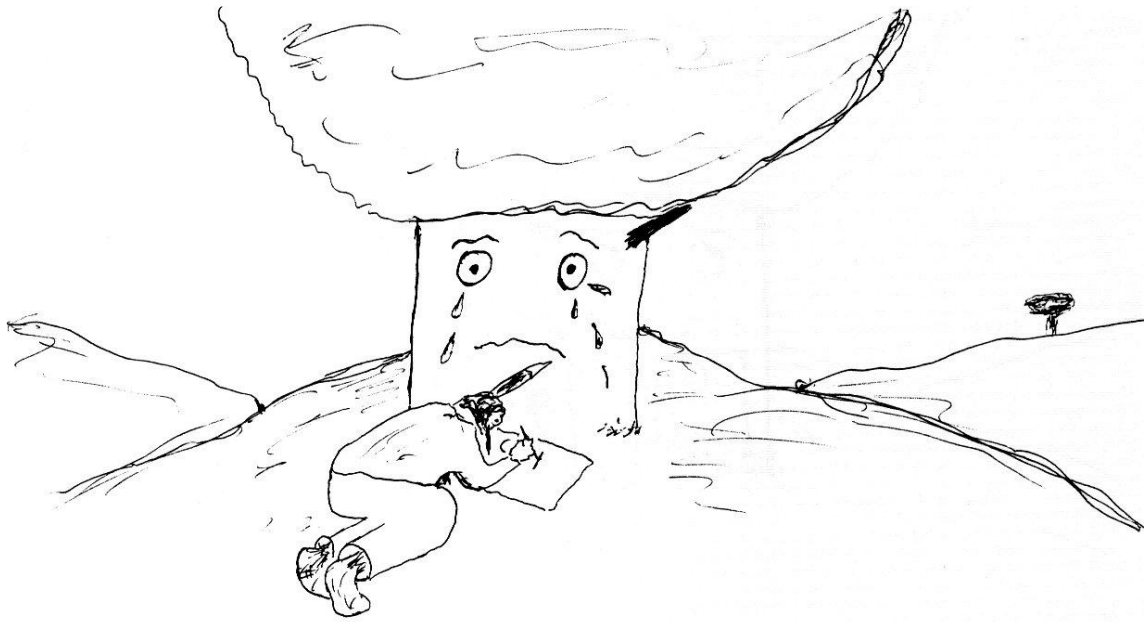

âsay mîna pimohtêw mêskanâhk Shaking-Spear. ispatinâhk wâpamêw mistikwa. mâtow êsa awa mistik.
"tânêhki kâ-mâtoyan[xvi]," isi-kakwêcimêw[xvii] ôhi mistikwa.
"ayisk tahto-kîsikâw[xviii] awa pêyak atim ê-sikisit[xix]," kâ-isi-mâtot awa mistik. kitimâkihtawêw[xx] ôhi mistikwa.
"haw, cêskwa kika-wîcihitin[xxi]," itwêw êsa awa nâpêw. ati-masinahikêw.

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Questions:

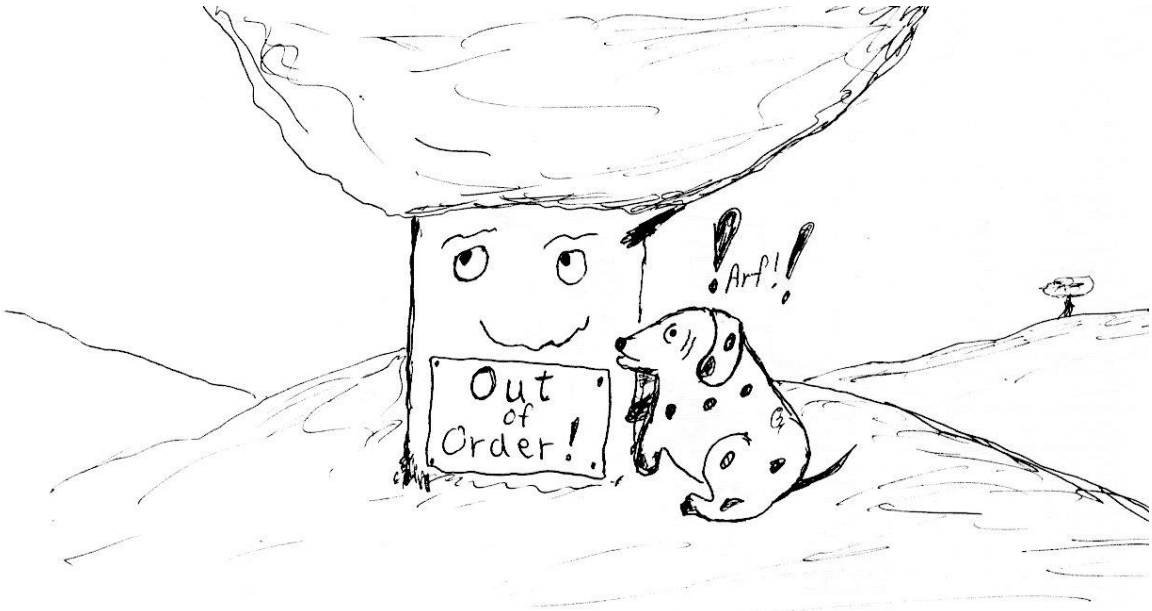
1. tânitê kâ-wâpamât mistikwa awa nâpêw? _____

2. tânisi kâ-itât ôhi mistikwa? _____

3. tânêhki awa mistik kâ-mâtot? _____

4. kitimâkihtawêw cî ôhi mistikwa? _____

5. tânisi kâ-ati-itahkamikisit? _____



ati-sipwêhtêw Shaking-Spear. cihkêyihtam[xxii] ayisk ê-wîcihât[xxiii] mistikwa.
mwêscasîs[xxiv] êsa pê-takohtêw[xxv] awa atim. wahwâ! koskwâpisin[xxvi]! ayamihtâw[xxvii] anima kâ-kî-masinahahk[xxviii]Shaking-Spear: "Out of Order" ê-itastêyik[xxix]. êkwâni namôya kaskihtâw[xxx]ta-sikit[xxxi].
ati-sipwêhtêw. kisowâsiw!
kwayask cihkêyihtam awa mistik.

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Questions:

1. tânêhki awa Shaking-Spear kâ-cihkêyihtahk? _____

2. tânispîhk kâ-pê-takohtêt awa atim? _____

3. tânisi kâ-itastêyik anima kâ-koskwâpisihk? _____

4. kaskihtâw cî ta-sikit mistikohk? _____

5. cihkêyihtam cî awa mistik? _____

8.10. IDENTIFY THE GRAMMAR POINTS THEN ANSWER THE QUESTIONS ABOUT THE STORY:

pêyakwâw êsa Shaking-Spear kî-papimohtêw sisonê sâkahikanihk. kî-wâpamêw maskwa. kâsôpayihow ta-kakwê-paspît! namôya wâpamikow maskwa.
"wâpamici maskwa nika-kakwê-môwik," êkosi itêyihtam.
nisihkâc ati-tapasêw. pihtâkow maskwa! wahwâ kwayask sôhkânipâhtâw. iskwahtawêpâhtâw ispatinâhk. nawaswâtikow maskwa! wîsta maskwa iskwahtawêpâhtâw.
"tânisi mâka takî-isi-paspîyân," itêyihtam. ati-nihtaciwêpâhtâw. wîsta maskwa kakwê-nihtaciwêpâhtâw. namôya kaskihtâw! osâm apisâsiniyiwa nistam anihi oskâta. mêtoni ati-tihtipipayiw ana maskwa!

Grammar Points

Future Conditional of VTA-Inverse: _____

Reduplication: _____

Locative: _____ VTA: _____

VTI: _____ VTA-Inverse: _____

Modal: _____ Infinitive: _____

WORD LIST:

kâsôpayiho - hide quickly (VAI) paspî - be saved (VAI)
itêyihta - think (VTI-1) tapasê - escape/run away (VAI)
pihtâkow - he is heard by him (VTA-Inverse-Irregular form)
nawaswâs - chase (VTA - last s changes in conjugation to t)
sôhkânipâhtâ - run fast (VAI) iskwahtawêpâhtâ - run uphill (VAI)
nihtaciwêpâhtâ - run downhill (VAI) kaskihtâ - succeed (VTI-2)
apisâsin - it is small (VII) tihtipipayi - roll (VAI)
osâm - because nistam - first/in front
kwayask - right/extremely nisihkâc - slowly

QUESTIONS:

1. tânitê awa Shaking-Spear kâ-pimohtêt? _____
2. awîyiwa kâ-wâpamât Shaking-Spear? _____
3. tânihki awa kâ-kâsôpayihot? _____
4. tânitê kâ-iskwahtawêpâhtât? _____
5. tânisi kâ-ispayihikot maskwa? _____

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8.11. Intermediate Level Picture-text Question and Answer:

VOCABULARY

VERBS:

âcimo	- tell a story (VAI)	kîkisêpâk-mîciso	- eat breakfast (VAI)
napakiska	- flatten it (VTI-1)	itwê	- say (VAI)
kâtâ	- hide it (VTI-2)	kisowikanawâpam	- look at in anger (VTA)
âcimostaw	- tell him/her a story (VTA)	pâhpi	- laugh (VAI)
mispon	- It is snowing (VII)	wayawîpahtwâ	- run it outside (VTI-2)
wayawîpahtâ	- run outside (VAI)	nâcipahtâ	- run for it (VTI-2)
otina	- take it (VTI-1)	is	- say to him/her (VTA)
sôhkiyowêw	- There is a strong wind (VII)	wîpâstan	- It blows about (VII)
nanôyacih	- tease him/her (VTA)	wihtamaw	- tell him/her (VTA)
itâpi	- look (somewhere) (VAI)	tâpwêhtaw	- believe him/her (VTA)
mwêstasisini	- be late (VAI)	masinaha	- write it (VTI-1)
kiyâski	- tell a lie (VAI)	astêw	- It is there (VII)
kwêyâtisi	- be (get) ready (VAI)	pâhpihkwê	- smile (VAI)
pâhpih	- laugh at him/her(VTA)	ispayihiko	- it happens to one (VAI)
itahkamikisi	- be busy/do (VAI)	itasinâstêw	- it is coloured thus (VII)
nititik	- she/he says to me (VTA-Inv)		
nitâpwêhtâk	- he/she belives me (VTA-Inv)		

NOUNS and other items to be used in conjunction with the above:

nikiskinwahamâkosihk	– at/to my class	nitokiskinwahamâkêm	- my teacher
nitêm	- my dog	tahto-kîsikâw	- every day
âcimowin	- a story	astis	- mitt/glove
wâpiskastis	- a white mitt	kaskitêwastis	- a black mitt
maskisin	- shoe	miskotâkay	- coat/jacket
têhtapiwin	- chair	nipêwin	- bed
wayawîtimihk	- outside	kwayask	- right/very
mâka mîna	- as usaul	macastim	- bad dog
asici	- also	napakaskisin	- flat shoe
sêhkêpayîs	- car	mêskanaw	- road
nistam	- first	pakahkam	- perhaps

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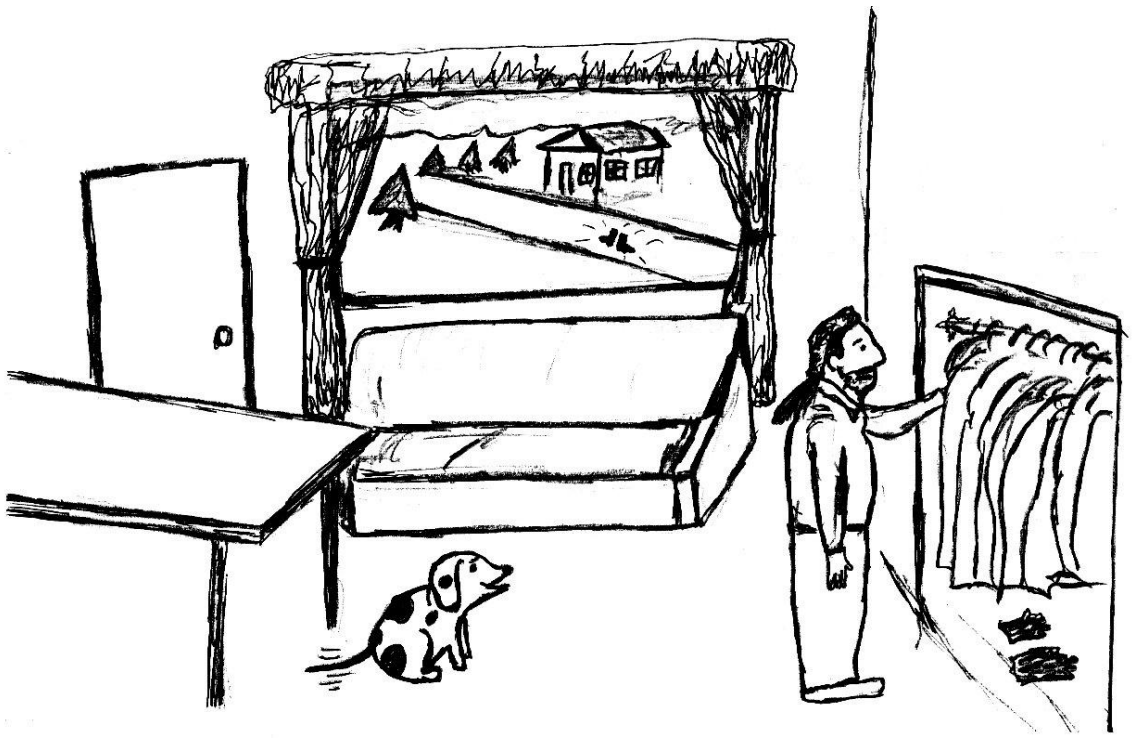

kâ-pôni-kîkisêpâmîcisoyân nikî-ati-kwêyâtisin. nikî-natonên niskotâkay kâ-kaskitêwâk. nikî-miskên êwako. nikî-natonawâwak nitastisak kâ-kaskitêsicik. nikî-miskawâwak nikaskitêwastisak. nikî-natonên nimaskisina. tâniwêhâ êtikwê nimaskisina.

Q1. tânisi kâ-itahkamikisit ispîhk kâ-pôni-mîcisot awa?

_____

Q2. natonam cî oskotâkay?

_____

Q3. tânisi kâ-itasinâstêyik oskotâkay?

_____

Q4. natonawêw cî owâpiskastisa?

_____

Q5. miskam cî omaskisina?

_____

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ninatonên nimaskisina sîpâ têhtapiwinihk. namôya êkota nimiskên. ninatonên nimaskisina sîpâ nipêwinihk. namôya mîna êkota nimiskên. nikanawâpamâw nitêm. pâhpihkwêw nitêm. "tânita mâka mîna kâ-kâtâyan nimaskisina," nititâw. namôya nânitaw itwêw.

Q6. tânita nistam kâ-natonahk omaskisina?

_____

Q7. miskam cî omaskisina sîpâ têhtapiwinihk?

_____

Q8. tânita mîna kâ-natonahk omaskisina awa?

_____

Q9. miskam cî omaskisina sîpâ nipêwinihk?

_____

Q10. tânisi otêma kâ-itahkamikisiyit?

_____

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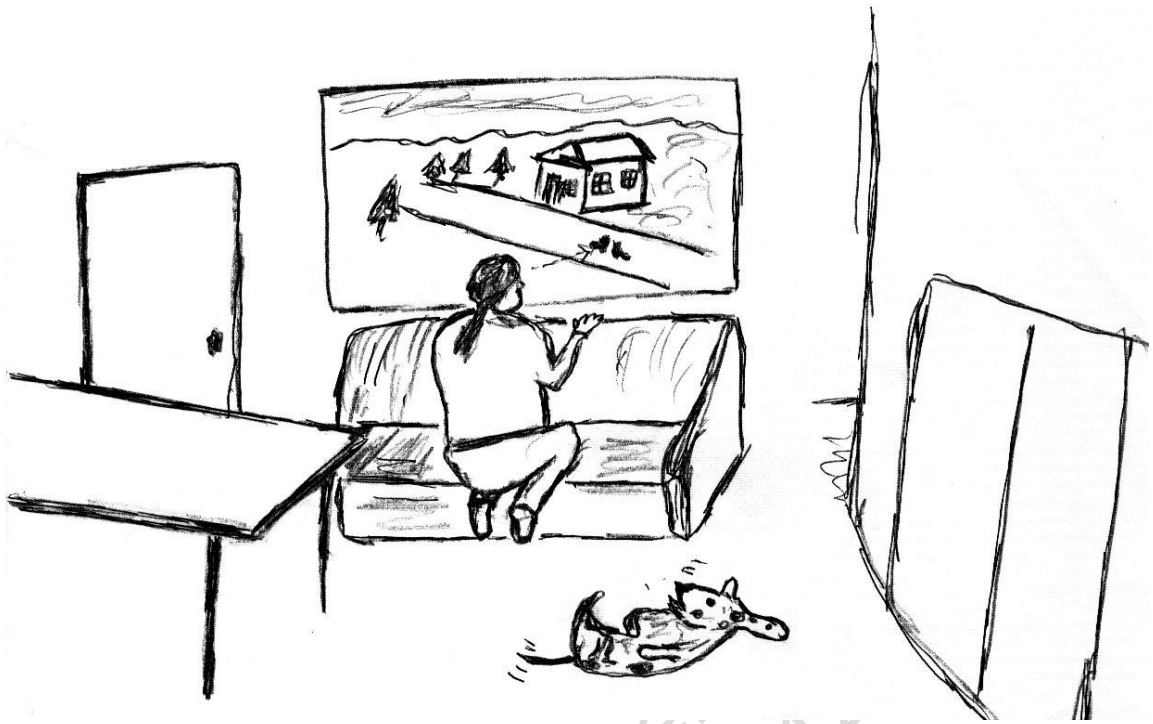

wayawîtimihk nititâpin. wahwâ! ati-yîkwaskwan. wî-mispon pakahkam. niwâpahtên nimaskisina wayawîtimihk ê-astêki. nikanawâpamâw nitêm. kwayask misi-pâhpiw! "macastim!" nititâw. mâka mîna êsa ê-wayawîpahtwât nimaskisina.

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Q11. tânitê awa kâ-itâpit?

_____

Q12. tânisi kâ-isiwêpahk?

_____

Q13. wî-mispon cî ?

_____

Q14. kîkwây asici kâ-wâpahtahk wayawîtimihk ?

_____

Q15. tânisi kâ-itât otêma ?

_____

niwayawîpahtân ê-nâcipahtâyân nimaskisina. mâci-mispon! wahwâ! ati-sôhkiyowêw mîna. aspin kâ-wîpâstahki nimaskisina mêskanâhk isi. kwayask matwê-pâhpiw nitêm ispîhk sêkêpayîs kâ-napakisahk nimaskisina. nisihkâc nitotinên ninapakaskisina. nikisowikanawâpamâw nitêm

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Q16. tânêhki awa kâ-wayawîpahtât?

_____

Q17. tânisi kâ-ati-isiwêpahk?

_____

Q18. tânitê kâ-isi-wîpâstahki maskisina?

_____

Q19. tânêhki anihi otêma kâ-sôhki-pâhpiyit?

_____

Q20. tânisi kâ-itôtawât otêma ?

_____

tâpwê mâni mâka nimwêstasisinin nikiskinwahamâkosihk. nikakwê-wihtamawâw nikiskinwahamâkêm tânisi awa nitêm kâ-isi-nanôyacihit mâka namôya nitâpwêhtâk. nititik ta-masinahamwak tânisi mâna kâ-itahkamikisiyân tahto-kîsikâw.
ôma âcimowin kâ-masinahamân. namôya nikiyâskin.

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Q21. mwêstasisiniw cî awa?

_____

Q22. kakwê-wihtamawêw cî okiskinwahamâkêma kâ-ispayihikot?

_____

Q23. tâpwêhtâk cî?

_____

Q24. tânisi kâ-itikot okiskinwahamâkêma?

_____

Q25. kêko âcimowin kâ-masinahahk?

_____

8.12. REVIEW – VTA

Place verb-roots in the blanks; verb-roots come from the second person singular (2) form of the imperative.

IMPERATIVES	NEGATIVE IMPERATIVES	DELAYED IMPERATIVES
2. _____(ik)*	2. êkâwiya _____(ik)	2. _____âhkan(ik)
2P. _____ihk(ok)	2P. êkâwiya _____ihk(ok)	2P. _____âhkêk(ok)
24. _____âtân(ik)	21. êkâwiya _____âtân(ik)	21. _____âhkahk(ik)

*the brackets indicate number agreement for 1st and 2nd person forms needed if the object of the verb is plural.

VTA-DIRECT

INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
1. ni_____âw(ak)	1. ê-_____ak(ik)	1. _____aki
2. ki_____âw(ak)	2. ê-_____at(cik)	2. _____aci
3. _____êw	3. ê-_____ât	3. _____âci
3'. _____êyiwa	3'. ê-_____âyit	3'. _____âyici
1P. ni_____ânân(ak)	1P. ê-_____âyâhk(ik)	1P. _____âyâhki
21. ki_____ânaw(ak)	21. ê-_____âyahk(ik)	21. _____âyahki
2P. ki_____âwâw(ak)	2P. ê-_____âyêk(ok)	2P. _____âyêko
3P. _____êwak	3P. ê-_____âcik	3P. _____twâwi
3'P. _____êyiwa	3'P. ê-_____âyit	3'P. _____âyici

VTA-INVERSE

INDICATIVE	SUBJUNCTIVE	FUTURE CONDITIONAL
1. ni_____ik(wak)	1. ê-_____it(cik)	1. _____ici
2. ki_____ik(wak)	2. ê-_____isk(ik)	2. _____iski
3. _____ikow	3. ê-_____ikot	3. _____ikoci
3'. _____ikoyiwa	3'. ê-_____ikoyit	3'. _____ikoyici
1P. ni_____ikonân(ak)	1P. ê-_____ikoyâhk(ik)	1P. _____ikoyâhki
21. ki_____ikonaw(ak)	21. ê-_____ikoyahk(ik)	21. _____ikoyahki
2P. ki_____ikowâw(ak)	2P. ê-_____ikoyêk(ok)	2P. _____ikoyêko
3P. _____ikowak	3P. ê-_____ikocik	3P. _____ikotwâwi
3'P. _____ikoyiwa	3'P. ê-_____ikoyit	3'P. _____ikoyici

RULE:

Number agreement is needed for the 1st and 2nd person forms; obviation markers are needed for objects of 3rd person verbs forms.

STANDARD VERB STRUCTURE

Person indicator or subjunctive marker	Tense marker	Pre-verb	Verb-root	Verb ending

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Verb Charts

VAI, VTI (class 2 and class 3)

Imperative Mood	**Delayed Imperative**
2 _____	2 _____hkan
2P_____k	2P_____hkêk
21_____tân	21_____hkahk

Indicative Mood		**Sujunctive Mood**	
1 ni_____n	1P ni_____nân	1 ê-_____yân	1P ê-_____yâhk
2 ki_____n	21 ki_____naw	2 ê-_____yan	21 ê-_____yahk
3 _____w	2P ki_____nâwâw	3 ê-_____t	2P ê-_____yêk
3'_____yiwa	3P _____wak	3' ê-_____yit	3P ê-_____cik
	3'P _____yiwa		3'P ê-_____yit

RULE: change ê to â for the Indicative Mood in the following persons: 1,2,1P, 21, 2P (the first and second persons) if verb-root ends in ê.

VTI-1

Imperative Mood	**Delayed Imperative**
2 _____a	2 _____mohkan
2P_____amok	2P_____mohkêk
21_____êtân	21_____mohkahk

RULE: all verb-roots of VTI-1 verbs end in "*a*"; change the "*a*" to "*ê*" for 21 of the Imperative Mood and the first and second persons of the Indicative Mood. This change is reflected in these charts.

Indicative Mood		**Subjunctive Mood**	
1 ni_____n	1P ni_____nân	1 ê-_____mân	1Pê-_____mâhk
2 ki_____n	21 ki_____naw	2 ê-_____man	21 ê-_____mahk
3 _____m	2P ki_____nâwâw	3 ê-_____hk	2P ê-_____mêk
3'_____miyiw	3P _____mwak	3'ê-_____miyit	3P ê-_____hkik
	3'P_____miyiwa		3'P ê-_____miyit

VTA-DIRECT

Imperative Mood	**Delayed Imperative**
2 _____(ik)	2 _____âhkan(ik)
2P_____ihk(ok)	2P _____âhkêk(ok)
21_____âtân(ik)	21 _____âhkahk(ik)

Indicative **Mood**		**Subjunctive Mood**	
1 ni___âw(ak)	1P ni___ânân(ak)	1 ê-___ak(ik)	1P ê-___âyâhk(ik)
2 ki___âw(ak)	21 ki___ânaw(ak)	2 ê-___at(cik)	21 ê-___âyahk(ik)
3 _____êw	2P ki___âwâw(ak)	3 ê-___ât	2P ê-___âyêk(ok)
3'_____êyiwa	3P _____êwak	3' ê-___âyit	3P ê-___âcik
	3'P ____êyiwa		3'P ê-___âyit

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CONJUGATION PATTERNS OF VAI, VTI-1, AND VTA

IMPERATIVE

VAI	**VTI-1**	**VTA**
2 ____	2 ____	2 _____
2P ___k	2P ___mok	2P ___ihk
21 ___tân	21 ___êtân	21 ___âtân

NEGATIVE IMPERATIVE
-use êkâwiya in front of the regular Imperative

DELAYED IMPERATIVE

VAI	**VTI-1**	**VTA**
2 ___hkan	2 ___mohkan	2 ___âhkan
2P __hkêk	2P __mohkêk	2P __âhkêk
21 __hkahk	21 __mohkahk	21 __âhkahk

NOTE THE SIMILARITIES AND DIFFERENCES IN THESE PARADIGMS:
The VAI endings can also be used for VTI-2 and VTI-3. All classes of verbs use the same person indicators and all use the various conjunct markers previously mentioned, only the ê is used here as an example. The person indicators and conjunct markers are NEVER used together:

Ind. Person		**Subj. Mark**	**VAI Endings:**		**VTI-1 endings**		**VTA endings**	
			Ind.	**Subj.**	**Ind.**	**Subj.**	**Ind.**	**Subj.**
1	**ni**	**ê-**	**-n**	**-yân**	**-n**	**-mân**	**-âw(ak)**	**-ak(ik)**
2	**ki**	**ê-**	**-n**	**-yan**	**-n**	**-man**	**-âw(ak)**	**-at(cik)**
3		**ê**	**-w**	**-t**	**-m**	**-hk**	**-êw**	**-ât**
3'		**ê-**	**-yiwa**	**-yit**	**-miyiw**	**-miyit**	**-êyiwa**	**-âyit**
1P	**ni**	**ê**	**-nân**	**-yâhk**	**-nân**	**-mâhk**	**-ânân(ak)**	**-âyâhk(ik)**
21	**ki**	**ê-**	**-naw**	**-yahk**	**-naw**	**-mahk**	**-ânaw(ak**	**-âyahk(ik)**
2P	**ki**	**ê**	**-nâwâw**	**-yêk**	**-nâwâw**	**-mêk**	**-âwâw(ak)**	**-âyêk(ok)**
3P		**ê-**	**-wak**	**-cik**	**-mwak**	**-hkik**	**-êwak**	**-âcik**
3'P		**ê-**	**-yiwa**	**-yit**	**-miyiwa**	**-miyit**	**-êyiwa**	**-âyit**

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TENSE INDICATORS: all these are used no matter what the verb is:

<u>Past</u>: something has already happened; use: -kî-
<u>Future IntenTive</u>: something is going to happen; use: -wî-
<u>Future Definite</u>: something will happen;
For 1, 2, 1P, 21, and 2P use: -ka-
For 3, 3', 3P, and 3'P use: -ta-
Modal: for "can/could/would/should" use: -kakî-

<u>RULES:</u>
For VAI: change ê to â if verb root ends in ê for 1, 2, 1P, 21, 2P of the Indicative Mood;
For VTI-1: change a to ê for 1, 2, 1P, 21, 2P of the Indicative Mood;
For VTA: number agreement needed for 1, 2, 1P, 21, 2P
OBJECT of 3, 3', 3P, 3'P is marked by an "a" known as Obviation
FOR ALL: if verb-root or pre-verb begins with a vowel: connect the person indicator to the rest of the verb-structure by a "t." This rule only applies in the present tense.

The standard verb structure is as follows:

Person indicator	**Tense indicator-**	**-pre-verb-**	**-verb root**	**Ending**

WORDS from text

Abbreviations:
(NA) - Animate Noun
(NI) - Inanimate Noun
(In) - Use with Inanimate Noun
(An) - Use with Animate Noun
(VAI) - Animate Intransitive Verb
(AP) - Animate Pronoun
(IP) - Inanimate Pronoun
(PV) - Pre-verb
(VTA) - Transitive Animate Verb
(VTA-Inv) – Transitive Animate Inverse
(VTI) - Transitive Inanimate Verb
(VII) - Inanimate Intransitive Verb
(Prep) - Preposition

acâhk - a star (NA)
acâhkos - a star (NA)
âcimo - tell a story (VAI)
âcimostaw - tell him/her a story (VTA)
âcimowin - a story (NI)
âha - yes
âhâw - okay
âhcâpiy - a bow (NA)
ahci-piko - and still
âhih - place/put (VTA)
ahkosîwikamik - a hospital (NI)
ahkwacikan - freezer (NI)
âhkwatin - It freezes (VII)
âhpô êtikwê - maybe
âhpô - or
âhpô-êtikwê - perhaps
akask - arrow (NA)
âkayâsîmo - speak English (VAI)
akihcikê - count (VAI)
âkik - a seal (NA)
akik - mucous (NA)
akim - count him/her (VTA)
akimâw - it is counted (VTA)
akimihci - if it is counted (VII)
akocikan - cupboard (NI)
akohp - a blanket (NI)
akos(t) - hang it (VTA)
âmaciwêpâhtâ - run uphill (VAI)
âmaciwîspimowin -Stanley Mission
âmaciwîspimowinihk - at Stanley Mission
amisk - beaver (NA)
amiskowiyâs - beaver meat (NI)
âmômêyi - honey (NI)
âmôsîsipâskwat - honey (NI)
âmôw - a bee (NA)
ana - that (AP)
anihi - those (IP)
aniki - those (AP)
anikwacâs - a squirrel (NA)
anikwacâsk - gopher/squirrel (NA)
anima - that (IP)
anita - there
anitê - there
anohc - today/now
anohc kâ-askîwik - this year (VII)
anohc kâ-ispayik - this week (VII)
anohc kêspayik - this week (VII)
ânômin - oatmeal (NA)
ânwihta - disbelieve it (VTI-1)
api - sit/be at home (VAI)
âpihtâkîsikâki - at noon (VII)
âpihtâ-kîsikani-mîciso - eat lunch (VAI)
âpihtâ-kîsikâw - it is noon (VII)
âpihtaw - half
âpihtawanohk - at the halfway point (Prep)
âpihtawikosisân - Metis (NA)
apisâsin - it is small (VII)
apisimôsos - deer (NA)
apisîs - a little bit
apisisinowi-kîsikâw - Easter Sunday
apistâcêkos - antelope (NA)
apoy - a paddle (NA)
apwânâskohkê - make fish-roast stick (VAI)
âpwê - roast over a fire (VAI)
asahkê - feed people (VAI)
asâm - a snow-shoe (NA)
asam - feed someone (VTA)

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asawâpi - look about (VAI)
âsay mîna - once again
âsay - already
asicâyihk - against (Prep)
asicâyihtak - a wall (NI)
asikan - a sock (NA)
asinîwipwâta - a Nakota (NA)
asiniy - a stone/rock (NA)
âskaw mâna - at other time
âskaw - sometimes
askihk - a pail (NA)
askîhk - on earth (NI)
askihtakisiw - it is green (VAI)
askihtakwâw - it is green (VII)
askipwâwi - potato(NI)
askîwin - year (NI)
askîwisîwihtâkan - pepper (NI)
asotamâkê - promise (VAI)
âsotamâtowin - treaty (NI)
asowacikê - put in bag/box (VAI)
aspin - it's just gone
astâ - place (VTI-2)
âstam - come
âstamitê - over this way
astis - a mitt/glove (NA)
astêw - it is there (VII)
astotin - a hat (NI)
atâmihk - beneath/under (Prep)
atâmipîhk - underwater (Prep)
atâwê - buy (VAI)
atâwêwikamik - a store (NI)
ati- - begin (PV)
atihk - caribou (NA)
atihkamêk - white-fish (NA)
âtiht - some
atim - a dog (NA)
ati-nâta - go toward (VTI-1)
atoskâs - work for him/her (VTA)
atoskâta - work at it (VTI-1)
atoskê - work (VAI)
awa - this (AP)
awas - go away
awâsis - a child (NA)
awâsisihkân - doll (NA)
awâsisiwi - be a child (VAI)
awâsis-nâkatawêyimâwasowin - Day Care (NI)
awasi-tâkosîhk - day before yesterday (VII)
awasi-tipiskohk - night before last (VII)
awasi-wâpahki - day after tomorrow (VII)
awêkâ cî - or
awîna - who (for singular animate)
awîna êtikwê - I wonder who?
awîniki - who (for plural animate)
awiyak - someone (NA)
awîyiwa - someone (Obviative)
ayâ - have/be (VAI)
ayamâkan - telephone (NI)
ayami - speak (VAI)
ayamih - speak to someone(VTA)
ayamihâ - pray (VAI)
ayamihânowin - there is praying (NI)
ayamihâwinânowin - there is a church service
ayamihcikê - read (VAI)
ayamihêwikamik - library (NI)
ayamihêwikimâw - preacher (NA)
ayamihêwi-kîsikâw - Sunday (VII)
ayamihtâ - read it (VTI-2)
âyâskaw - every now and then
âyâsotamâtowak - they promise each other (VTA-Inv)
ayâw - have him/her/it (VTA)
ayênânêw - eight
ayênânêwomitanaw - eighty
ayênânêwosâp - eighteen
âyêtawâyihk - on either side (Prep)
ayîkipîsim - April (NI)
ayîkis - a frog (NA)
ayisiyiniw - a person (NA)
ayisk - because
ayôskan - a raspberry (NA)
aywêpi - rest (VAI)
aywêpowi-kîsikâw - a holiday
capasis - lower

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capasîs - lower down (Prep)
cêskwa - wait
cêst - hark!
cî - a polarity question indicator

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cihcipayapisikanis - bicycle (NI)
cihcipayîsi-sôniskwâtahikê
- roller-blade (VAI)
cihkêyihta - be happy/like (VTI-1)
cihkêyim - like him/her (VTA)
cîkahikan - axe (NI)
cîkakâm - near shore (Prep)
cikâstêpayihcikan - movie (NI)
cikâstêpayihcikanis - television (NI)
cikâstîpathihcikâniwin - there is a movie
cîki - near (Prep)
cîmân - a canoe (NI)
cimâsin - it is short (VII)
cipahikanis - minute (NI)
cîpayikîsikâw - Halloween (Day)
cîpayitipiskâw - Halloween (Night)
cîstah - pierce him (VTA)
cîstahâsêpon - a fork (NI)
ê-akimiht - as it is counted (VII)
ê-itastêk - it is written (VII)
êkâ - negator for Subjuntive
êkâwiya - negator for Imperative
êkosi - that's the way
êkosi - there, that's it then
êkota - there
êkotê - over there
êkwa - and/now
êmihkwân - a spoon (NA)
êsa - evidently
êtikwê - maybe
êwako - that's the one
êwakoni - those are the ones
êwakonik - those ones
êyikohk - until/up to
hâw mâka - okay then
hâw - okay
hay - ah
ihkopîwipîsim - November (NI)
îkatêna - take it away (VTI-1)
isi - toward/in that manner
isiyihkâso - be called/named (VAI)
isko - up to (Prep)
iskonikan - reserve (NI)
iskotêw - a fire (NI)
iskotêwâpoy - liquor (NI)
iskwahtawêpâhtâ - run uphill (VAI)
iskwâhtêm - door (NI)
iskwêsis - girl (NA)
iskwêsisâpoy - beer (NI)
iskwêw - a woman (NA)
iskwêwasâkay - skirt/dress (NI)
iskwêwasakay - skin (NI)
iskwêyânihk - at the last place (Prep)
ispatinaw - a hill (NI)
ispayihiko - it happens to (VAI)
ispayiki - if/when it comes (VII)
ispîhk mâna - whenever
ispîhk - when
ispimihk - up/up stairs (Prep)
ispimihtak - ceiling (NI)
ita - where
itahkamikan - it happens (VII)
itahkamikisi - do (VAI)
itahtopiponê - be of a certain age (VAI)
itakihtêw - it costs (VII)
itakisiw - it costs (VAI)
itâpi - look toward (VAI)
itapi - sit in a manner (VAI)
itêw - he says to him (VTA-Inv)
itêyihta - think of it (VTI-1)
itikow - told by some-one (VTA-Inv)
itohtê - go (VAI)
itôta - do it (VTI-1)
itôtaw - do it to someone (VTA)
itwah - point to someone (VTA)
itwaha - point ot it (VTI-1)
itwê - say (VAI)
îyikos - an ant (NA)
iyinikinosêw - jack-fish (NA)
iyinimin - a blueberry (NI)
ka- - future definite marker
kâ- - relative clause marker
kah - oh!
kahkêwak - dried meat (NA)
kahkiyaw - all
kâ-itât - he says to him (VTA)
kâ-itikok - he says to him (VTA)
kâ-itwêt - he says (VAI)
kakî- - modal indicator
kâkikê mîna kâkikê - forever and ever

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kâkikê - forever
kâkîsimo - pray (traditionally) (VAI)
kâkisinâw - a cold spell (VII)
ka-kiskinwahamâtin
- I will teach you. (VTA-Inv)
kâkito - be quiet (VAI)
kâkwa - a porcupine (NA)
kakwâtaki - very/extremely (PV)
kakwê- - try (PV)
kakwêcihkêmowin - a questions (NI)
kakwêcim - ask him (VTA)
kâ-mihkwaskwâhki - beets (NI)
ka-môsahkinitin
- I'll pick you up. (VTA-Inv)
kanawâpahta - look at it (VTI-1)
kanawâpam - look at her/him (VTA)
kanawâpamin - look at me (VTA-Inv)
kanawâpamitok - look at each other (VTA-Inv)
kapâ - get out/off (VAI)
kapê mâna - most times
kapê - always
ka-pêhitin- I will wait for you (VTA-Inv)
kapê-kîsik - all day
kapêsi - camp (VAI)
kapêsi - spend the night (VAI)
kapêsiwikamik - a hotel/motel (NI)
kapê-tipisk - all night
kâsîha - wipe it (VTI-1)
kâsîhikan - a chalk brush (NI)
kâsihkwê - wash face (VAI)
kâsihkwêwikamik - washroom (NI)
kâsîyâkanê - dry dishes (VAI)
kaskatin - ice freezes (VII)
kaskihtâ - succeed (VTI-2)
kaskikwâso - sew (VAI)
kâskipâso - shave (VAI)
kaskitêsiw - it is black (VAI)
kaskitêwastis - a black mitt (NA)
kaskitêwâw - it is black (In)
kaskitêwayasit - a Blackfoot (NA)
kaskitêwiyâs - a Black person (NA)
kaskîwê - go overland (VAI)
kâsôpayiho - hide quickly (VAI)
kâtâ - hide it (VTI-2)
kawaci - be cold (VAI)
kawisimo - lay down (VAI)
kâya - don't
kayahtê - originally
kayâs - a long time ago
kayâsîs - a little while ago
kêcikoska - take it off (VTI-1)
kêcikoskaw - take it off (VTA)
kêkâc - almost
kêkâ-mitâtaht - nine
kêkâ-mitâtahtomitanaw - ninety
kêkâ-mitâtahtosâp - nineteen
kêkâ-nîsitanaw - nineteen
kêkâ-nistomitanaw - twenty-nine
kêko - which/what kind
kêsiskawihkasikan - micro-wave (NI)
kêtahtawê - suddenly
kêtayawinisê - undress (VAI)
kî- - past tense marker
kicîniskêhk - to the right (Prep)
kîcisân - your sibling (NA)
kihci-asotamâkêwinikîsikâw - Treaty Day
kihcikiskinwahamâtowikamik
- University (NI)
kihci-mitâtahtomitanaw - a thousand
kihci-niyânano-kîsikâw - Good Friday
kihci-okimâskwêwi-kîsikâw - Victoria Day
kihcôkiniy - tomato (NA)
kihêw - an eagle (NA)
kihtwâm - again
kika-nakiskâtin - I will meet you. (VTA-Inv)
kika-wîcêwitin
- I will go with you. (VTA-Inv)
kika-wîcihitin
- I will help you. (VTA-Inv)
kikâwiy - your mother (NA)
kîkih - your home (NI)
kîkisêp - this past morning (VII)
kîkisêpâ-mîciso - eat breakfast (VAI)
kîkisêpâw - it is morning (VII)
kikiska - wear it (VTI-1)
kikiskaw - wear it (VTA)
kîkway - something
kîkwây - what (for singular inanimate nouns)

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kîkwâya - what (for plural inanimate nouns)
kîkwâyak - what (for plural animate nouns)
kimâmâ - your mother (NA)
kimis - your older sister (NA)
kimiwan - it rains (VII)
kimiwanasâkay - raincoat (NI)
kimiwasin - It's drizzling (VII)
kimosôm - your grandfather (NA)
kinanâskomitin - I thank you. (VTA-Inv)
kinêpik - a snake (NA)
kinîkihikwak - your parents NA)
kinosêw - a fish (NA)
kinosi - be long (VAI)
kinwêsk - for a long time
kipaha - close it (VTI-1)
kipah - close it (VTA)
kipahikâtêw - it is closed (VII)
kipahotowikamik – Jail (NI)
kipâpâ - your father (NA)
kîsapwêyâw - It is warm (VII)
kisâstêw - It is hot (VII)
kisâstêwâpoy - Kool-Aid (NI)
kiscikâna - potatoes (NI)
kisêpîsim - January (NI)
kîsi- - finish (PV)
kîsihtâ - finish it (VTA-2)
kîsikâw - it is day (VII)
kisinâw - It is very cold (VII)
kisipanohk - at the end (Prep)
kisîpêkin - wash it (VTA)
kisîpêkina - wash it (VTI-1)
kisîpêkinastê - bath (VAI)
kisîpêkiniyâkanê - wash dishes (VAI)
kîsis - cook it (VTA)
kîsisa - cook it (VTI-1)
kîsitêpo - cook (VAI)
kisitêw - It is hot (VII)
kîsitêw - It is cooked (VII)
kisiwâk - close by (Prep)
kiskêyihta - know it (VTI-1)
kiskêyim - know him/her (VTA)
kiskinawâpamin - do as I do (VTA-Inv)
kiskinwahamâkê - teach (VAI)
kiskinwahamâkosi - be in school/class (VAI)
kiskinwahamâtowikamik - school (NI)
kîskitâs - a pair of shorts (NA)
kîsôsi - be warm (VAI)
kisowâsi - be angry (VAI)
kîsowâyâw - it is warm (VII)
kisowikanawâpam - look at in anger (VTA)
kîspo - be full (VAI)
kîsta - you too
kîstanaw - us too (inclusive)
kistâpitêho - brush teeth (VAI)
kîstawâw - you (plural) too
kistês - your older brother (NA)
kîstin - it is stormy (VII)
kitânawê - eat everything (VAI)
kitimâkihtaw - feel sorry for someone from story (VTA)
kitimâkis - a pitiful person (NA)
kitohcikê - make music (VAI)
kitôtêminaw - our friend (NA)
kîwê - go home (VAI)
kîwêhtahiko - be taken home (VTA-Inv)
kîwêtinohk - north/to the North
kiwîcêwâkan - your companion (NA)
kiya - you
kiyâm - it doen't matter/may as well
kiyânaw - us (inclusive)
kiyâpic - still
kiyâski - tell a lie (VAI)
kiyawâw - you (plural)
kiyôhtê - visit (far away) (VAI)
kiyokaw - visit her/him (VTA)
kiyokawin - visit me (VTA-Inv)
kiyokê - visit (VAI)
kocawâkanis - match (NI)
kocih - try it (VTA)
kocihtâ - try it (VTI-2)
kocispis - taste it (VTA)
kocispita - taste it (VTI-1)
kohkom - your grandmother (NA)
kohkôs - pig (NA)
kohkôsiwiyâs - pork (NI)
kohkôsiwîyin - bacon (NI)
kohkôsopwâm - ham (NI)

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kohtâwiy - your father (NA)
kôna - snow (NA)
koskohtaw - surprise by talk (VTA)
koskwâpisini - surprise by sight (VAI)
kospi - go inland (VAI)
kotak askîwiki - next year
kotak ispayiki - next week
kotak - another
kotawânâpisk - stove (NI)
kotawê - make a fire (VAI)
kwahci-pahtwâ
- run far off with it (VTI-2)
kwâskohti - jump (VAI)
kwâskwêpicikê - fish (VAI)
kwâskwêtahikê - play golf (VAI)
kwayask - right/extremely
kwêyâtisi - be (get) ready (VAI)
kwîskî - turn (VAI)
kwîtawêyihta - at a loss/confuse (VTI-1)
macastim - bad/evil dog (NA)
maci - bad (PV)
mâcî - hunt (VAI)
mâci - start (PV)
mâcikîsikanohk - East
mahihkan - a wolf (NA)
mahkahk - a tub (NI)
mahtâmin - corn (NA)
mahti - Let's, let us see, please
mâka - but
mâka-mîna - as usual
makosîkîsikâw
- Christmas Day (Lac La Ronge area)
makosîkîsikâwipîsim - December (TH)
mâmawipinânowin - there is a meeting
mamihcimo - boast (VAI)
mâna - usually
manahisôniyâwân - a mine (NI)
manihikan - cream (NI)
manitôwikîsikâw - Christmas (NI)
manitowikîsikâwipîsim - December
manôminak - rice (NA)
masinaha - write it (VTI-1)
masinahamaw - write to someone (VTA)
masinahikan - book (NI)
masinahikanâhcikos - a pencil (NA)
masinahikanâhtik - a pen (NA)
masinahikanêkin - paper (NI)
masinahikê - write (VAI)
masinahikêwasiniy - chalk (NA)
masinahikêwinâhtik - desk (NI)
masinahikêwinâpisk - a chalkboard (NI)
masinipêhcikan - a photograph (NI)
maskasiy - a fingernail (NA)
maskatêpo - have a bar-b-que (VAI)
maskatêpo - bar-b-que (VAI)
maskêkômina - cranberries (NI)
maskihkîwâpoy - herb-tea (NI)
maskihkîwikamik - drug store (NI)
maskihkîwikamikos - clinic (NI)
maskihkiy - medicine (NI)
maskimocisak - beans (NA)

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maskimot - a bag (NI)
maskisin - shoe(NI)
mâskôc - perhaps
maskosîminak - wild rice (NA)
maskosiy - a blade of grass (NI)
maskwa - a bear (NA)
matâwisi - emerge from the bush (VAI)
mâtinâwi-kîsikâw - Saturday (TH)
mâto - cry (VAI)
matwê - hear of something happening in the distance (PV)
matwêhkwâmi - snore (VAI)
mawimosi - pray over food (VAI)
mawiso - gather berries (VAI)
mâyacihkos - a sheep/goat (NA)
mâyatihk - sheep (NA)
mâyatihkowiyâs - mutton (NI)
mâyâtisi - be ugly (VAI)
mâyi- - bad (PV)
mâyi-kîsikâw - it's a bad day (VII)
mêcawêsi - play a little (VAI)
mêkwâc - now/at present
mêskanaw - a road (NI)
mêstakay - a hair (NI)
mêtawâkâs - disrespect it (VTA)
mêtawâkâta - disrespect it (VTI-1)
mêtawânowin - games (NI)
mêtawânowin - there are games/sports
mêtawê - play (VAI)

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mêtawêwikamik - gym (NI)
mêtawêwikîsikâw- Canada Day (July 1)
mêtoni - exceedingly
micakisîsa - sausages (NI)
mîci - eat it (VTI-3)
micihciy - hand (NI)
mîcimâpoy - soup (NI)
mîciso - eat (VAI)
mîcisosi - eat a little (VAI)
mîcisowikamik - café (NA)
mîcisowinâhtik - a table (NI)
mîciwin - food (NI)
mihcêtwâw - lots of times
mihkosiw - it is red (An)
mihkwâw - it is red (In)
mihtawakay - an ear (NI)
mihti - firewood (NI)
mîkisîhkâcê - bead (VAI)
mikisiw - an eagle (NA)
mikisiwipîsim - February (NI)
mikiskohk - last freeze-up (VII)
mikiskon - freeze-up time (VII)
mîkiwin - a gift (NI)
mikot - a nose (NI)
mîkwan - a feather (NA)
mîna - also
mîna âpihtaw - also half
minihkwâcikan- cup (NI)
minihkwê - drink (VAI)
minihkwêsi - drink a little (VAI)
minihkwêwikamik - bar (NI)
mînis - berry (NI)
miniy - Mariah fish (NA)
minôs - a cat (NA)
mîpit - a tooth (NI)
misâskatômina- Saskatoon berries (NI)
misi- - lots/big (PV)
misihêw - turkey (NA)
misit - a leg (NI)
misiwêskamik - everywhere
mîsîwikamik - an outhouse (NI)
miska - find it (VTI-1)
miskahtik - forehead (NI)
miskât - a leg (NI)
miskaw - find him/her (VTA)
miskîsik - an eye (NI)
miskîsikohkâna - eye-glasses (NI)
miskiwan - a nose (NI)
mîskon - feel her/him (VTA)
mîskona - feel it (VTI-1)
miskotâkay - a coat (NI)
miskwamiy - ice (NA)
mispon - it snows (VII)
mistatim - a horse (NA)
mistik - tree (NA)
mistik - a log (NI)
mistikowat - a box (NI)
mistikwân - a head (NI)
mitâs - a pair of pants (NA)

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mitâtaht - ten
mitâtahtomitanaw - a hundred
mitêh - heart (NI)
mitêhi-kîsikâw- Valentine's Day
mitêhimin - a strawberry (NI)
mitêyaniy - tongue (NI)
mitôn - a mouth (NI)
mîtos - a tree/poplar (NA)
miwêyihta - like it (VTI-1)
miwêyim - like him/her (VTA)
mîy - give him (VTA)
miyahta - smell it (VTI-1)
miyâm - smell it (VTA)
miyâska - it goes past (VTI-1)
miyâskatik - he was passed by (VTA)
mîyikosi - be given a gift (VAI)
miyo- - good (PV)
miyohtâkosi - sound good (VAI)
miyo-kîsikâw - it's a good day (VII)
miyonâkosi - be beautiful (VAI)
miyosi - be beautiful/good natured (VAI)
miyoskamihk - last thaw-time (VII)
miyoskamin - it's thaw-time (VII)
môcikan - it's fun (VII)
môcikihtâkosi - sound like fun (VAI)
mohcihk - on the ground (Prep)
mohkomân - a knife (NI)
môminê - eat berries (VAI)
môniyâskwêw - a Caucasian woman (NA)
môniyâw - a Caucasian (NA)
môsahkin - pick someone up (VTA)

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môsowiyâs - moose-meat (NI)
mostos - a cow (NA)
mostosowiyâs - beef (NI)
môswa - moose(NA)
môw - eat it (VTA)
mwâkwa - a loon (NA)
mwâstasisini - be late (VAI)
mwayî - before (PV)
mwêhci - exactly
mwêscasîs - a bit later
mwêstas - later
nâcipahtâ - run for/toward it (VTI-2)
nâha - that over there (AP)
nahâpi - see clearly (VAI)
nahapi - sit down (VAI)
nakata - leave it (VTI-1)
nâkatawêyihta - take care of it (VTI-1)
nâkatawêyim - take care of it (VTA)
namacî-mâka - is it not so?
namahcîhk - to the left (Prep)
namahciniskihk - to the left-hand
namêkos - a trout (NA)
namêpin - a sucker (NA)
namêskwa - not yet
namêw - a sturgeon (NA)
namîscîkos - dried fillets (NA)
namôya - no/not
namôya âyiman - it's not difficult
namôya cêskwa - not yet
namôya katâc - not necessary
namôya kihtwâm - not again
namôya nânitaw - fine
namôya osâm - not very
namôya pitamâ - not for now
namôya wahyaw - not far
namôya wihkâc - never
nanâskomowikîsikâw - Thanksgiving Day
nânitaw - about
nanôyacih - tease him/her (VTA)
napakaskisin - flat shoe (NI)
napakiska - flatten it (VTI-1)
napatâk - a potato (NI)
nâpêsis - a boy (NA)
nâpêw - a man (NA)
nâs - get him/her (VTA)
nâsipê - go toward the water (VAI)
nâsipêtimihk - at the shore (Prep)

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naskwêwasih - answer him/her (VTA)
nâta - fetch/get it (VTI-1)
natohta - listen to it (VTI-1)
natohtaw - listen to him/her (VTA)
natom - call/invite someone (VTA)
natona - search for it (VTI-1)
natonaw - look for him/her (VTA)
nawac - better/more than
nawacî - roast (VAI)
nawaswâs - chase him/her (VTA)
nêhi - those over there (IP)
nêhiyaw - a Cree (NA)
nêhiyawê - speak Cree (VAI)
nêhiyawêsi - speak a bit Cree (VAI)
nêhiyawêwin - Cree language (NI)
nêhiyawiskwêw - Cree woman (NA)
nêki - those over there (AP)
nêma - that over there (IP)
nêmitanaw - forty
nêtê - over there
nêwo - four
nêwo-kîsikâw - Thursday (NI)
nêwomitanaw - forty
nêwosâp - fourteen
nicahkos - my cousin (NA)
nicâniskocâpân - my great-great grandchild (NA)
nicâpân - my great-grandchild (NA)
nicawâsimis - my child (NA)
nici - at that time
nîcimos - my sweetheart (NA)
niciwâm - my cousin (NA)
niciwâmiskwêm - my cousin (NA)
nihcâyihk - down/downstairs (Prep)
nihtâ- - be able (PV)
nihtaciwêpâhtâ - run downhill (VAI)
nihtâwîki - be born (VAI)
nihtiy - tea (NI)
nikamo - sing (VAI)
nîkân - at first
nîkânohtê - lead (VAI)
nîkânohtê - walk ahead (VAI)
nikâwînân - our mother (NA)

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nikâwîs - my maternal aunt (NA)
nikâwiy - my mother (NA)
nîkih - my home (NI)
nikiskinwahamâkosihk
- at/to my class (NI)
nikosis - my son (NA)
nikotwâs(ik)osâp - sixteen
nikotwâsik - six
nikotwâsikomitanaw - sixty
nikotwâsokîsikâw - Saturday (NI)
nîmihito - dance (VAI)
nîmihitonânowin - a dance (NI)
nîmihitowinâniwin - there is a dance
nîminikê - serve out food (VAI)
nimis - my older sister (NA)
nimosôm - my grandfather (NA)
nîmowinânowin - there's a dance
ninahâhkaniskwêm - my daughter-in-law (NA)
ninahahkisîm - my son-in-law (NA)
ninâpêm - my man (husband) (NA)
ninîkihikwak - my parents (NA)
nipâ - sleep (VAI)
nîpâmâyâtan - it is purple (In)
nîpâmâyâtisiw - it is purple (An)
nîpawi - stand (VAI)
nîpawi-napakihtaki-sôskwacowê
- snow-board (VAI)
nîpawi-sôskwacowêyâpoko nipîhk
- water ski (VAI)
nîpawi-sôskwacowêyâpoko - ski (VAI)
nîpâyâstêw - there's moonlight (VII)
nipêwin - a bed (NI)
nîpihki - if it is summer (II)
nîpiminâna - cranberries (NI)
nîpin - it is summer (VII)
nîpinohk - last summer
nîpiy - leaf (NI)
nipiy - water (NI)
nîpiya - lettuce/salad (NI)
nisihkâc - slowly
nisihkâci- - slowly (PV)
nisikos - my paternal aunt (NA)
nisikos - my mother-in-law (NA)
nisîmis - my younger sibling (NA)
nisis - my maternal uncle (NA)
nisis - my father-in-law (NA)
nîsitanaw - twenty
nisitawêyihta - know it (VTI-1)
nisitawêyim - know him/her (VTA)
nisitohta - understand it (VTI-1)
nisitohtaw - understand him (VTA)
niska - goose (NA)
niskipîsim - March
nîso - two
nîso-kîsikâw - Tuesday
nîsomitanaw - twenty
nîsosâp - twelve
nîsta - me too
nistam - first/in front
nîstanân - us too (exclusive)
nîstâw - my cousin (NA)
nîstâw - my brother-in-law (NA)
nistês - my older brother (NA)
nistim - my niece (NA)
nisto - three
nisto-kîsikâw - Wednesday
nistomitanaw - thirty
nistosâp - thirteen
nîswâw - two times
nitânis - my daughter (NA)
nitâp - later
nitawâsimis - my child (NA)
nitawêmâw - my cousin (NA)
nitawêyihcikê - hunt grouse (VAI)
nitawêyihta - want it (VTI-1)
nitawêyim - want it (VTA)
nitawi- - go and (PV)
nitawiminê - look for berries (VAI)
nitêm - my dog (NA)
nitihkwatim - my nephew (NA)
nitihtâwâw - my co-parental-in-law (NA)
nîtim - my cousin (NA)
nîtisân - my sibling (NA)
nitiskwêm - my woman (wife) (NA)
nitokiskinwahamâkêm - my teacher (NA)
nitôsim (nikosim) - my nephew (NA)
nitôsimiskwêm - my niece (NA)
nitôsis - my maternal aunt (NA)
nitôtêm - my friend (NA)
niwahkômâkan - my relative (NA)

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niwîkimâkan - my spouse (NA)
niya - me/I
niyânan - five
niyanân - us/we (exclusive)
niyânano-kîsikâw - Friday

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niyânanomitanaw - fifty
niyânanosâp - fifteen
nôcawâsimisin - I have a child (VAI)
nôcihitowipîsim - September
nohcâwîs - my paternal uncle (NA)
nohcimihk - inland (Prep)
nohkom - my grandmother (NA)
nohkomis - my paternal uncle (NA)
nohtâwiy - my father (NA)
nohtê- - want to (PV)
nohtêkatê - be hungry (VAI)
nohtêkwasi - be sleepy (VAI)
nohtêyâpâkwê - be thirsty (VAI)
nôkosisin - I have a son (VAI)
nômisin - I have an older sister (VAI)
nôsîmisin - I have a younger sibling (VAI)
nôsisim - my grandchild (NA)
nôstêsin - I have an older brother (VAI)
nôtânisin - I have a daughter (VAI)
nôwîcisânin - I have a sibling (VAI)
ocawâsimisi - have achild (VAI)
ôcîcisak - rice (NA)
ocihtowikîsikâw - New Year's Day
ocîmikîsikâw - New Year's Day
ôcisis - a small boat (NI)
ohci - from
ohcî - be from (VAI)
ohcitaw-piko - have to
ôhi - these (IP)
ohkomimâw - a grandmother (NA)
ohkomimâwi - be a grandmother (VAI)
ôhôw - an owl (NA)
ohpahowipîsim - August
ohpihkasikan - yeast (NI)
ohpiki - grow up (VAI)
ohpin - lift him/her (VTA)
ohpina - lift it (VTI-1)
ohtâwîmâw - a father (NA)
ohtâwîmâwi - be a father (VAI)
ohtâwîmâwikîsikâw - Father's Day
ohtôtêho - travel from (VAI)
okâw - pickerel (NA)
okâwîmâw - a mother (NA)
okâwîmâwi - be a mother (VAI)
okâwîmâwikîsikâw - Mother's Day
ôki - these (AP)
okimâhkân - a chief (NA)
okimâskwêw - boss's wife (NA)
okimâw - a boss (NA)
okiniy - wild rose-hip (NA)
okiskinwahamâkan - a student (NA)
okiskinwahamâkêw - a teacher (NA)
okosisi - have a son (VAI)
okosisimâw - a son (NA)
ôma - this (IP)
omisi - this way
omisi - have an older sister (VAI)
omisimâw - oldest sister (NA)
omiyahcîs - a wolverine (NA)
omosômimâw - a grandfather (NA)
omosômimâwi- be a grandfather (VAI)
onîkânêw - leader (NA)
onôtinitowikîsikâw - Rememberance Day
osâm - because/excessively
osâwâpoy - orange juice (NI)
osâwâs - an orange (NA)
osâwâw - it is orange (In)
osâwisiw - it is orange (An)
ôsih - boat (NI)
osih - make it (VTA)
osihtâ - make it (VTI-2)
osîmimâw - youngest sibling (NA)
osîmisi - have a younger sibling (VAI)
ôsisimi - have a grandchild (VAI)
oskana-kâ-asastêki - Regina
oskâtask - a carrot (NA)
ospwâkan - pipe (NA)
ostêsi - have an older brother(s) (VAI)
ostêsimâw - oldest brother (NA)
ôta - here
otâhk askîwin - last year
otâhk ispayiw - last week
otâkosîhk - yesterday
otâkosiki - in the late afternoon
otâkosin- it is evening/late afternoon (VII)

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otâkwani-mîciso - eat supper (VAI)
otânisi - have a daughter (VAI)
otânisimâw - a daughter (NA)
otâpahastimwê - drive a dog team (VAI)
otâpâniyâpiy - a harness (NI)
otatoskêwikîsikâw - Labour Day
otawâsimisi - have a child (VAI)
ôtê - over here
ôtênaw - town (NI)
otin - take it (VTA)
otina - take it (VTI-1)
otisîhkân - turnip (NI)
otônapiy - tullabee (NA)
owîkimâkani - have a spouse (VAI)
oyâkan - a plate (NI)
oyasowêwikamik - court house (NI)
oyasowêwiyiniwikamik (pântwâhpis) - Band Office (NI)
pâcimâsîs - in a little while
pahkahâhkwân - chicken (NA)
pahkahâhkwânowiyâs - chicken meat (NI)
pahkahtowê - play baseball (VAI)
pahkêkin - leather (NI)
pahkêkinaskisin - moccasin (NI)
pahkihtin - it falls (VII)
pahkisimon - it's sundown
pahkisimotâhk - West
pahkopê - wade (VAI)
pahkwêsikan - bannock (NA)
pâhpi - laugh (VAI)
pâhpih - laugh at him/her (VTA)
pâhpihkwê - smile (VAI)
pakahkam - perhaps
pakân - nut (NA)
pakâsimo - swim (VAI)
pakosêyimo - hope, wish, desire (VAI)
pakwâhtêhon - belt (NI)
pakwânikamik - a tent (NI)
pakwâs - dislike him/her (VTA)
pakwâta - dislike it (VTI-1)
paminawaso - cook (VAI)
pâmwayês - before
pântwâhpis - Band office
papakowayân - a shirt (NI)
papâmi-atâwê - go shopping (VAI)
papâmi-mânokê - go camping (VAI)
papâmiskâ - paddle about (VAI)
papâmohtê - walk about (VAI)
papâmôtêho - travel about (VAI)
papâsi- - hurriedly (PV)
pasikô - get up/stand up (VAI)
pâskâwihowipîsim - June
pâskihtênikâtêw- it is open (VII)
pâskisikan - a gun (NI)
paskowipîsim - July
paskwâmostos - buffalo (NA)
paskwâmostosowiyâs - buffalo meat (NI)
paskwâwihkaskwa - sage (NI)
paso - sniff (VAI)
paspaskiw - birch grouse (NA)
paspî - be saved (VAI)
paspih - save him/her (VTA)
paswâs - sniff it (VTA)
paswâta - sniff it (VTI-1)
pâtimâ - later
pawâcakinasîsipîsim - December
pê- - come (PV)
pêci- - come (PV)
pêhta - hear it (VTI-1)
pêhtaw - hear him/her (VTA)
pêhtâkow - he is heard by him (VTA-Inv.)
pê-itohtê - come here (VAI)
pêsiw - bring him/her (VTA)
pêskomina - pepper (NI)
pêtâ - bring it (VTI-2)
pêyahtaki- - carefully (PV)
pêyak ispayiw - one week
pêyak - one
pêyako- - alone (PV)
pêyako-kîsikâw- Monday
pêyakosâp - eleven
pêyakwan - the same
pêyakwâw - once
pêyakwâw êsa - once as it were
pêyisk - eventually
picikwâs - an apple (NA)
pihcâyihk - inside (Prep)
pihêw - a grouse (NA)
pihkasikan - toast (NA)

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pihkatêwâpohkê - make coffee (VAI)
pihkatêwâpoy - coffee (NI)
pihtokamihk - indoors (Prep)
pihtokwê - enter (VAI)
pîkiskâta - be sad (VTI-1)
pimihamo - migrate (VAI)
pimihâwipîsim- October
pimihkân - pemmican (NI)
pimipahtâ - run (VAI)
pimipayi - drive VAI)
pimitisah - follow some-one (VTA)
pimitisahastimwê
- drive dog team (VAI)
pimiy - oil/lard/grease (NI)
pimohtê - walk (VAI)
pinâskowipîsim - October
pinonohk - last winter
pipohki - if winter comes (VII)
pipon - it is winter (VII)
piponasâkay - parka (NI)
pisci- - accidently (PV)
pîsim - sun/month (NA)
pîsimohkân - clock (NA)
pîsimwasinahikan - calendar (NI)
pîswêhkasikan - bread (NA)
pîswêhkasikanisak - buns (NA)
pitamâ - for now
pîwan - It drifts (blizzard) (VII)
piyâhtaki- - carefully (PV)
piyêsîs - a bird (NA)
pokîspî - anytime
pokwîtê - anywhere
pôni- - stop (PV)
pôni-âpihtâkîsikâw - it is afternoon (VII)
pôsi - go boating/canoeing (VAI)
pôsi - get on board (VAI)
pôsihin - give me a ride (VTA-Inv)
pôsîs - a cat (NA)
postayawinisê - get dressed (VAI)
postiska - put it on (VTI-1)
postiskaw - put it on (VTA)
pwâta - a Dakota (NA)
pwâtisimo - dance powwow (VAI)
sâkahikan - a lake (NI)
sakahikan - a nail (NI)
sâkâstênohk - East
sakâw - a bush (NI)
sâkipakâwipîsim - May
sâmin - touch it (VTA)
sâmina - touch it (VTI-1)
sâpo- - through (PV)
sâpôminak - gooseberries (NA)
sâsâpiskisikan - frying-pan (NA)
sâsîskihkwân - frying-pan (NA)
saskan - It melts(chinook) (VII)
sâwanohk - South
sêhkêpayîs - a car (NA)
sêkowêpinâpisk - oven (NI)
sêmâk - right away
sêsâwî - exercise (VAI)
sêsâwipahtâ - jog (VAI)
sîkaho - comb hair (VAI)
sikâk - skunk (NA)
sîkipêstâw - It is pouring (VII)
sikopicikaniwiyâs - ground meat (NI)
sîkwahki - in the spring (VII)
sîkwan - it is spring (VII)
sîkwanohk - last spring
simâkanis - a policeman (NA)
simâkanisîwikamik - Police Station (NI)
sîpâ/sîpâyihk - under (Prep)
sîpihkosiw - it is blue (An)
sîpihkwâw - it is blue (In)
sîpiy - river (NI)
sipwêhtê - leave (VAI)
sîsîp - duck (NA)
sîsîpaskihk - kettle (NA)
sîsipâskwat - maple sugar (NI)
sisonê - along (Prep)
sîwâpoy - a pop (NI)
sîwêpicikan - a bell (NA)
sîwihkasikan - cake (NA)
sîwihkasikanak - baked goods (NA)
sîwihtâkan - salt (NI)
sîwinikan - sugar (NI)
sîwinôs/sîwâs - candy (NI)
sôhkânipâhtâ - run fast (VAI)
sôhki- - with force/hard (PV)
sôhkiyowêw
- There is a strong wind (VII)

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sôminâpoy - wine (NI)
sôminis - a raisin (NA)
sôniskwâtahikê - skate (VAI)
sôniskwâtahikê-mêtawê
- play hockey (VAI)
sôniyâskâw
- Treaty Day (Lac La Ronge area)
sôniyâw - money (NA)
sôskwâc - so
sôskwacowê - slide (go sledding) (VAI)
ta- - infinitive indicator
ta- - future definite marker
tahkascikan - fridge (NI)
tahkâyâw - it is cold (VII)
tahkohc - on top of (Prep)
tâh-tahkâyâw - it is cold a lot (VII)
tahto-kîsikâw - every day
tahto-tipiskâw - every night
tahtwâpisk - amount of dollars
tahtwâw - every time
takahki - wonderful/great!
takî- - model marker
takohtê - arrive (by foot) (VAI)
takosini - arrive (VAI)
takwahimin - choke-cherry (NI)
takwâkiki - in the fall (VII)
takwâkin - It is fall (VII)
takwâkipîsim - September
takwâkohk - last fall
talahpôn - telephone (NI)
tâna - which (AP)
tânêhki - Why? How come?
tânihi - which one (IP)
tâniki - which one (AP)
tânîkohk - how much?
tânima askiy - which year
tânima - which one (IP)
tânimayikohk - How much?
tânisi - How / How are you?
tânisi kâ-itwêt - What did he say?
tânisi - how/hello
tânispîhk - When?
tânita - Where abouts?
tânitahto - how many
tânitahtopiponêyan - How old are you?
tânitahtwâw - How many times?
tânitê - Where (in general)
tânitowahk - What kind?
tâniwâ - where (AP)
tâniwê - where (IP)
tâniwêha - where (IP)
tâniwêhkâk - where (AP)
tapasê - escape/run away (VAI)
tâpasinah - draw it (VTA)
tâpasinaha - draw it (VTI-1)
tâpiskâkan - a scarf (NA)
tâpwê - true/for sure
tâpwê - true (VAI)
tâpwêhtaw - believe him/her (VTA)
tastawâyihk - in between (Prep)
tawâw - welcome
tâwâyihk - in the middle (Prep)
têhamâ - play cards (VAI)
têhtapi - ride (VAI)
têhtapiwin - a chair (NI)
têniki - thank you
têpakohp - seven
têpakohpimitanaw - seventy
têpakohposâp - seventeen
têpwê - yell (VAI)
tihkiso -melt (VAI)
tihkitêw - It melts (VII)
tihtipipayi - roll (VAI)
tipahamâtowikîsikâw - Treaty Day
tipahikan - time/unit of measurement
tipiska - have a birthday (VTI-1)
tipiskâki - tonight
tipiskâw - it is night (VII)
tipiskâwi-pîsim - moon (NA)
tipiskohk - last night
tohtôsâpôwipimiy - butter (NI)
tohtôsâpoy - milk (NI)
tômihkwê - put on make-up (VAI)
waciy - a hill (NI)
wahwâ! - Holy Moly (or any such exclamation)
wahyaw - far
wahyawês - a bit of a ways
wâkâs - a banana (NA)
wanih - loose him (VTA)
wanisini - be lost (VAI)

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waniskâ - wake/get up (VAI)
wanohtê - lose way by walking (VAI)
wâpahki - tomorrow
wâpahta - see it (VTI-1)
wâpakosîs - a mouse (NA)
wâpam - see him/her (VTA)
wâpamon - a mirror (NI)
wâpan - it is dawn (VII)
wâpikwaniy - a flower (NI)
wâpinôminak - rice (NA)
wâpiskastis - a white mitt (NA)
wâpiskâw - it is white (In)
wâpiskisiw - it is white (An)
wâpos - a rabbit (NA)
wâposâwâw - it is yellow (In)
wâposâwisiw - it is yellow (An)
wâsakâm - around/near the lake
wâsaskotênikan - lamp (NI)
wâsâw - a bay (NI)
wâsênamân - a window (NI)
wâsênikan - a window (NI)
wâsêskwan - It is clear/sunny (VII)
wâskahikan - a house (NI)
wâskâhikan - a screwdriver (NI)
wasko - sky (NI)
wâstêpakâw - leaves change colour (VII)
wâtih - a hole/cave (NI)
wawânêyihta - be confused (VTI-1)
wawâninâkwan - it is twilight (VII)
wâwâskêsiw - elk (NA)
wâwi - egg (NI)
wawîsîho - dress fancy (VAI)
wâyahcâw - valley (NI)
wayawî - go out (VAI)
wayawîpahtâ - run outside (VAI)
wayawîpahtwâ
- run it outside (VTI-2)
wayawîtimihk - outside (Prep)
wayawîtimiskwaht
- just outside the door (Prep)
wî- - future intentive marker (going to)
wîcêw - accompany her/him (VTA)
wîcih - help her/him (VTA)
wîcîpwayâniw - a Dene (NA)
wîcisâni - have siblings (VAI)

wihcêkaskosîs - onion (NI)
wihkaskwa - sweet-grass NI)
wihkêkonânowin - a feast (NI)
wihkês - muskrat-root (NI)
wihkihkasikan - cake (NA)
wihkihpw- - like the taste (VTA)
wihkista - like the taste (VTI-1)
wihkohkê - make a feast (VAI)
wîhkônânowin - there is a feast
wîhowin - a name (NI)
wihtamaw - tell him/her (VTA)
wihtikôwimîciwin - popcorn (NI)
wîki - live/reside (VAI)
wîkihto - be married (VAI)
wîkihtonânowin - there is a wedding
wînêyihta - detest it (VTI-1)
wînêyim - detest him/her (VTA)
wîniy - bone marrow (NI)
wîpac - soon/early
wîpâci-kîsikâw - a nasty day (VII)
wîpacîs - pretty soon
wîpâstan - It blows about (VII)
wîsakat - pepper (NI)
wîsakîmina - cranberries (NI)
wîsâm - invite her/him (VTA)
wîsta - she/he too
wîstawâw - they/them too
wîtisâni - have a sibling (VAI)
wiya - him/her
wiyâs - meat (NI)
wiyawâw - they/them
wîyihtihp - brain (NI)
yahkipahoso - ski cross-country (VAI)
yahkowêpin - push him/her (VTA)
yahkowêpina - push it (VTI-1)
yîkatêna
- take it away from there (VTI-1)
yîkwaskwan - It is cloudy (VII)
yîwahikanak - ground meat/fish (NA)
yôho - oops
yohtên - open it (VTA)
yohtêna - open it (VTI-1)
yohtênikâtêw - it is open (VII)
yôtin - It is windy (VII)

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[i.] These two foregoing words is the standard way of beginning a story in Cree. It translates to "Once, as it happens..."

[ii.] This is the TransiVTIe Animate Verb (VTA), which translates as "He sees (someone or something Animate)." The object, that person or something Animate being seen by a third person subject of a VTA always ends with an "a" and cannot be distinguished if it is Singular or Plural unless a number precedes it. That is why the next word for "cows," which you know is Animate, ends in an "a" looking like a pluralized Inanimate noun. This process is known as obviation and occurs after all VTAs with third person subjects.

[iii.] Animate IntransiVTIe Verb (VAI) "say."

[iv.] This is the VTA for "eat (something Animate)."

[v.] This is the VTA meaning "He is surprised by what the person says." Note the obviation on the noun for cows and the DemonstraVTIe pronoun preceding it. The DemonstraVTIe Pronoun is one normally used for Inanimate nouns but occurs here because of the Obviation of the Object "cows."

[vi.] This verb is in a RelaVTIe Clause. That is why "ká-" is used and the "t" at the end is the third person ending when verbs are in this form. Answer using the IndicaVTIe Mood.

[vii.] "Who" in the Obviate form used because of the VTA "see (someone or something Animate) in the third person which follows it.

[viii.] VTA for "he says to him/her."

[ix.] VTA-Inverse for "Someone says something to her/him."

[x.] VTA "answer him" with Pre-verb "-isi-" meaning "way/manner."

[xi.] The two words together mean "Once again."

[xii.] Slang for "Father."

[xiii.] An exclamation similar to "My gracious!" in English.

[xiv.] Very

[xv.] VAI "be angry."

[xvi.] "Cry" in the second person singular form of a RelaVTIe Clause.

[xvii.] VTA "he/she asks him."

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[xviii.] "Every day."

[xix.] VTA-Inverse "he/she urinates on me"

[xx.] VTA "he hears pitiable sounds and feels for him."

[xxi.] VTA-Inverse "I will help you."

[xxii.] TransiVTIe Inanimate Verb class 1 "be happy" in the third person.

[xxiii.] VTA "help him/her" in the third person SubjuncVTIe Mood.

[xxiv.] "A little while later."

[xxv.] VAI "arrive by foot" with Pre-verb.

[xxvi.] VTI class 3 "be surprised by a sight."

[xxvii.] VTI class 2 "read it."

[xxviii.] VTI class 1 "write it" in a RelaVTIe Clause using third person subject.

[xxix.] VTI class 2 "lay/write in a fashion" in the SubjuncVTIe Mood using third person subject.

[xxx.] VTI class 2 "be successful at something"

[xxxi.] VAI "pee" in the InfiniVTIe form using third person subject.

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